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ABSTRACT

This publication is the result of the efforts of numerous professors and students of general and special educational administration. The instructional materials included fall into audiovisual and gaming categories and were selected according to quality and relevance only after actual screening and use. As a result, users of this publication can be confident that the materials described were judged useful to the training of educational administrators by a colleague (assumed to have a similar training and experience background.) The content areas covered are communication, education and race, group processes, organizational leadership, administrative techniques, and negotiations. The materials are described so as to (1) facilitate a decision about the applicability of the material to the user's specific instructional needs, (2) provide the specific means of obtaining the material, and (3) point out constraints related to obtaining the materials, such as cost, approximate time required to obtain from the disseminator, etc. A cross reference index system allows the potential user to select specific instructional materials according to content, or according to the media of presentation. (Editor)

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SELECTED INSTRUCTIONAL MATERIALS JUDGED RELEVANT TO EDUCATIONAL ADMINISTRATION

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EA 004 910

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210
November, 1972

Introduction

The most common image of university instruction is usually visualized as a professor standing behind a lectern looking out upon passive audiences of various sizes. The audience consists of students, pad and pencil in hand, showing varying degrees of attention to the verbal presentation of the professor. Often we can visualize the professor using stimuli other than auditory by turning to the blackboard and making some hurried, barely interpretable written statements. Occasionally, a rather innovative professor might use the overhead projector for display of prepared transparencies or to project some of his hand-written notes. The sterility of methods and content, in fact, of university courses has not escaped even colleges of education, where the latest and most innovative methods of instruction based upon solid theories of learning are frequently described, but rarely demonstrated. The old adage of "practice what you preach" is too often ignored in college of education. Some have suggested that educational administration programs within universities have the greatest tendency of all educational preparation programs to provide instruction which is strictly "classroom bound." Preparation programs in educational administration were making only passing reference to less traditional methods and techniques of instruction as late as the mid-fifties (Southern States Cooperative Program in Educational Administration, 1955).

Fortunately, the stereotype described above is no longer applicable in an increasing number of education administration preparation programs. Professor Richard Wynn of the University of Pittsburgh describes in a UCEA monograph a developing interest in "unconventional methods and materials of instruction" (1972). The University Council for Educational Administration has for a number of years devoted an increasing amount of its resources to the development and dissemination of a wide range of non-traditional instructional materials, i.e., simulations in leadership and administration, such as the Monroe City Urban Simulation materials; case study materials - written, audio taped, and filmed; tape recorded and filmed instructional content; special books, pamphlets, monographs, programmed texts, and special periodicals (Educational Administration Abstracts and Educational Administration Quarterly). By the early 1960's, materials developed under the auspices of the University Council for Educational Administration were to alter traditional methods of instruction (Culbertson, Farquhar, Gaynor, and Shibles, 1969). In spite of the increasing quality and quantity of instructional materials identified, developed, and/or disseminated through the UCEA, there is great need for more and better quality materials.

There are instructional materials which have been developed and/or disseminated which are external to education per se, but have applicability to preparation programs within education. For example, many of the techniques recently receiving prominence and adaptation within education were developed originally within the private sector, or within government (PERT and PPBS). As a result, there are many training materials developed by business and the government which deal with these concepts and techniques. The efficiency of using already developed materials which can be adapted or applied in education is obvious. Unfortunately, many of these materials remain "peripheral" as educators frequently are not within the dissemination network for such materials from business, industry, and the government.

The search, retrieval, and utilization of materials developed external to formal education by professors of general and special education administration training programs would appear to require the acceptance of certain basic assumptions:

1. There is a general body of knowledge related to administration which cuts across different fields of administration.
2. Knowledges, understandings, and skills of administration developed and demonstrated within one field of administration may be generalized to other fields.
3. There have been materials developed by those in institutions and organizations external to education which relate to educational administration.
4. There is an expressed desire on the part of trainers of educational administrators to employ newly identified instructional materials related to the field of administration.
5. It is economically sound to use materials already produced in other fields of administration and which have applicability in educational administration.

The General Special Education Administration Consortium, operating under the auspices of the University Council for Educational Administration, tested these assumptions with students and faculty of general and special education administration training programs. The reaction of Consortium members was judged positive. As a result, an inter-university effort was initiated by the Consortium to:

1. Identify audiovisual and gaming instructional materials which had been produced by developers/disseminators external to the discipline of education, i.e., the private sector, the military, other academic schools and departments.
2. Review and assess the applicability of these materials to the field of educational administration.
3. Select and categorize materials deemed useful to the field of educational administration.
4. Disseminate such complications to those responsible for training educational administrators.

Seven university teams assumed responsibility for identifying, assessing, and selecting materials for specified content areas relevant to educational administration. In order to operationalize successfully the project, it was necessary to narrow the area of search to two specific types of materials, i.e., audiovisual and gaming materials. For the project, instructional materials were defined as follows:

> Audiovisual materials are inclusive of auditory and visual recordings with one exception, i.e., written or printed materials; gaming materials are a process which incorporates rules, regulations, and procedures for a game plan which is interactive and generally provides a system for scoring results. The content areas included are:
>
> (1) Communication
>
> (2) Education and Race
>
> (3) Group Processes
>
> (4) Organizational Leadership
>
> (5) Administrative Techniques
>
> (6) Negotiations

In addition to the seven universities directly involved, contact was initiated with 25 additional universities not immediately involved in the project in order to seek their help in searching various academic schools and departments within their institutions, such as business administration, psychology, speech and/or communication, urban affairs, etc.

The two broad criteria, quality and relevance, were applied to the materials: Is the technical quality of the media sufficient to promote learning? Is the content message well presented? Is the content relevant to general and special education administration? Would I, as a professor of educational administration, use the material? Is the material better than what is currently being used in educational administration? Will the material supplement what is currently being used in educational administration? Would I, as a trainee in educational administration, want the material used in my training program?

The university teams submitted descriptions of the selected materials on a standardized format to the UCEA central office. There, descriptions were edited, classified, indexed, and compiled for printing and dissemination.

This publication is the result of the efforts of numerous professors and students of general and special educational administration. Only materials which were actually screened and selected are included within this publication. As a result, users of this publication can have some confidence that the materials described were judged useful to the training of educational administrators by a colleague assumed to have a similar training and experience background.

Although this publication represents completion of the originally conceived project, it was the impression of the university teams that a mechanism should be developed which would facilitate updating, i.e., deletions and additions. As a result, immediately preceeding the descriptions of the materials, there are two specific forms available for the user of this publication. The first form provides an opportunity to send to the UCEA descriptions of other instructional materials which could be useful additions to this publication. The second form affords an opportunity to send to the UCEA an evaluation of materials which are included in this publication.

Although individual university teams had specific responsibility for certain content areas, the team members made the decision that credit for their efforts should be given in this publication through a composite alphabetical listing of contributers without any specific designation as to which sections and/or materials were contributed by the various team members. Such a means of recognition is certainly minimal in light of the fact that the university teams from Ball State University; Teachers College, Columbia University; The University of Kentucky; The University of Oregon; Southern Illinois University; Syracuse University; and the University of Michigan screened literally thousands of pieces of instructional material and many hundreds of man hours were devoted to the project.

We sincerely hope that users of this publication will be able to obtain and utilize instructional materials which will significantly alter the stereotype of the university instructional process, produce meaningful learning experiences for students of educational administration, and in turn advance the study and practice of educational administration.

References

Culbertson, J.; Farquhar, R. H.; Gaynor, A. K.; & Shibles, M. R. Preparing educational leaders for the seventies. Columbus, Ohio: The University Council for Educational Administration, 1969.

Southern States Cooperative Program in Educational Administration. Better teaching and school administration. Nashville: George Peabody College for Teachers, 1955.

Wynn, R. Unconventional methods and materials for preparing educational administrators. Columbus, Ohio: The University Council for Educational Administration, 1972.

For Users of this Publication

The materials included in this publication are described in ways which should facilitate: (1) a decision as to the applicability of the material to the user's specific instructional needs, (2) the specific means of obtaining the material, (3) constraints related to obtaining the materials, such as cost, approximate time required to obtain from the disseminator, etc.

A cross reference index system has been developed, allowing the potential user of materials to select specific instructional materials according either to content - for example, negotiations, group processes, etc.; or the media of presentation, such as games, films, simulations, etc. A number of materials selected appear to be equally applicable to a number of content areas. For example, a film dealing with education and race might also be applicable to the content area, group processes. As a result, a number of materials will have multiple listings within several content areas.

You may also note that the last item in the description of the material, i.e., IX, Statement of Relevance, Quality, and Applicability, often provides some minimal suggestions and guidelines for utilization of the material. However, it was recognized by the university teams and the editor of this publication that the widely diverse ways in which trainers of educational administrators can creatively adapt and utilize instructional materials is without number; therefore, the specific ways in which the selected materials should and could be utilized is left to the creativity of the trainer.

We urge the users of this publication to complete the attached forms. They will enable you to: (1) send to the UCEA additional instructional materials which could be added to this publication, and (2) evaluate specific materials included in this publication.

Send to: A-V Gaming
University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

Materials Suitable as Additions to this Publication

I. Title:

II. Developer:

Disseminator:

III. Description of Media: (film, game, etc.)

IV. Description of Purpose and Content:

Name ______________________________

Address ____________________________

____

Telephone __________________________

Send to: A-V Gaming
University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

Instructional Materials Evaluation

I. Title:

II. Description of Media: (film, game, etc.)

III. Page number in this publication:

IV. Evaluation:

1. Technical Quality: Outstanding _____ Good _____ Poor _____

   Comments: ____

2. Interest: Outstanding _____ Good _____ Poor _____

   Comments: ____

3. Informational Content: Outstanding _____ Good _____ Poor _____

   Comments: ____

4. Instructional Utility: Outstanding _____ Good _____ Poor _____

   Comments: ____

5. Significance to field of Ed. Admin: Outstanding _____ Good _____ Poor _____

   Comments: ____

6. Applicable to educational admin.: Outstanding _____ Good _____ Poor _____

   Comments: ____

7. In what context did you use this material? (Level of students, type of instructional arrangement, pre-service or continuing service, topic of training content, etc.)

   ____

8. Would you use this material again with students? Yes _____ No _____

   Comments: ____

Name ______________________________

Address ______________________________

______________________________ Telephone ______________________________

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I. Title: FELICIA

II. Developer: McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036
(212) 971-3333

Disseminator: University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720

(N.B. Available for loan from New York Public Library)

III. Description of Media: 16 mm., color sound film

IV. Time: 13 minutes

V. Costs: Rental -- $8.00 per day

(not for sale)

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film shows the life of a Black girl in Watts, Los Angeles, California. She presents observations about life in a segregated community, expressing some of the hopes and frustrations of the Negro population as a whole.

VIII. Supportive Supplemental Materials: none known

IX. Statement of Relevance, Quality, and Applicability: This film could be used as an introduction and/or orientation to the Black life experience and would appear to be most applicable to relatively naive Anglo students with little previous orientation or experience with Blacks.

I. Title: FOR ALL MY STUDENTS

II. Developer: A student film developed under an USOE grant

Disseminator: University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720

(N.B. Available on loan from New York Public Library)

III. Description of Media: 16 mm., sound film

IV. Time: 36 minutes

V. Costs: Purchase -- $175.00

Rental -- $13.00 per day

Preview -- return postage only

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film is a thought-provoking and moving study of the particular problems and rewards of teaching Negro high school students. Filmed at Ravenswood High School in East Palo Alto, California, teaching methods are examined, students' feelings are explored (what is wrong with their school, their teachers, and themselves.) Their doubts, convictions, frustrations, and satisfactions relative to teachers are expressed.

VIII. Supportive Supplemental Materials: none known

IX. Statement of Relevance, Quality, and Applicability: This film could be used with white, practicing or future teachers and administrators in order to sensitize them to the often unexpressed or implicit feelings of Black students toward the educational environment.

I. Title: COOL WORLD

II. Developer/Disseminator: Zipporah Films
154 Lewis Wharf
Boston, Massachusetts 02110

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 90 minutes

V. Costs: Rental -- $100.00 first day if no admission
50.00 for second consecutive day charge

$200.00 or 50% of gross if admission
whichever is higher is charged

Lease -- $750.00 for five year lease (Not For Sale)

(in addition to rental or lease fee, a charge of approximately $10.00 for shipping costs and cleaning)

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: A screen adaptation of Warren Miller's novel on street-gang life in Harlem. The cast is composed of Harlem residents, some of whom became professional actors after this production. The musical background was done by Dizzy Gillespie, Yusef Latef, Arthur Taylor and others. The plot involves an intra-gang leadership rivalry and portrays the realities of street life in the ghetto. Street language is used. Harlem's Amsterdam News gave the film an excellent review.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film serves as a sensory as well as cognitive experience which helps develop empathy for inter-city residents. Due to the explicit "street language," some caution might be exercised before presenting the film to some audiences.

I. Title: THE GAME

II. Developer/Disseminator: Mobilization for Youth
Grove Press Cinema 16 Library
90 University Place
New York, New York 10003

III. Description of Media: 16 mm., sound film

IV. Time: 17 minutes

V. Costs: Rental -- $14.00 per day

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: In this film, Negro and Puerto Rican teenagers act out their lives in a series of games which depict, from their perspective, situations in a New York City ghetto. This film technique produces a powerful and moving film.

VIII. Supportive, Supplemental Materials: not known

IX. Statement of Relevance, Quality and Applicability: This film could be used to orient individuals to inner-city life style, particularly as it relates to adolescence. The film could be useful in helping those unfamiliar with ghetto areas to be able relate to the particular behaviors of students from such ghetto areas.

I. Title: FUTURE AND THE NEGRO

II. Developer: National Educational Television

Disseminator: Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16mm, sound film

IV. Time: 75 minutes

V. Costs: Purchase -- $250.00

Rental -- $14.75

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: A panel discussion is presented on the subject of the Negro's future. Discussed is the economic plight of the Black in the United States and in the Negro nations. The film emphasizes the racism toward Black peoples which is felt to be deeply ingrained in peoples throughout the world.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film's major use would appear to be its presentation of some information related to economics and racism from the Black perspective. It would probably be best used as introductory material or as a stimulus for group discussion.

I. Title: THE EXILES

II. Developer/Disseminator: Contemporary Films
McGraw Hill Book Company
330 West 42 Street
New York, New York 10036
(212) 971-3333

III. Description of Media: 16 mm, sound, black and white film

IV. Time: 72 minutes

V. Costs: Rental -- $50.00 (classroom purposes)
75.00 (open showing)

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: Dramatic documentary of the problems encountered by American Indians living in our urban areas and caught between two conflicting cultures.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film is one of the few instructional materials available dealing with the plight of the American Indian. As an initial data source, it could prove useful.

I. Title: GOING TO SCHOOL

II. Developer: College Entrance Examination Board
Post Office Box 592
Princeton, New Jersey 08590

Disseminator: Anti-Defamation League
315 Lexington Avenue
New York, New York 10016
(212) MU9-7400

III. Description of Media: 16mm, black and white, sound film

IV. Time: 28 minutes

V. Costs: Purchase -- $65.00

VI. Approximate Time Required to Obtain from the Disseminator: at least 3 weeks

VII. Description of Purpose and Content: The film tells of a day, any day, in the life of students in a large junior high school living in poorer sections of a city. It shows their homes, families, and the streets on which they play. Mainly, it lets them tell their own story of what the school means to them, how it affects their lives, and what hopes it may offer for the future.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could provide some introductory information and serve as an initial orientation to the particular perspective that inner-city students carry of schools and the educational environment.

I. Title: THE HIGH WALL

II, Disseminator: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

(212) MU9-7400

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $135.00

VI. Approximate Time Required to Obtain from the Disseminator: at least 3 weeks

VII. Description of Purpose and Content: This film presents prejudice as a contagious disease which is spread specifically from adult to child. In illustrating this principle, a case study is presented of a young "bigot." The case study describes how this individual acquired from his home life the mechanism of prejudice.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be utilized as content for the case study method of instruction, with the case being analyzed as to how prejudice develops, what is the evidence of the development of prejudice in the young man, what type of intervention in this acquisition of prejudice would be most effective, is all prejudice acquired in a similar manner, etc.

Content of the case would appear to be most suitable for introductory level courses.

I. Title: WILLIE CATCHES ON

II. Developer: National Film Board of Canada
Montreal, Canada

Disseminator: New York University Film Library
26 Washington Place
New York, New York 10003
(212) 598-2250

III. Description of Media: 16mm, sound film

IV. Time: 26 minutes

V. Costs: Rental -- $9.50

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film is the story of Willie Turner and the influences in his life which served to develop his racial and religious prejudices. Willie is the son of well-to-do parents who themselves conform to a community pattern which includes specific prejudices. Willie absorbs certain stereotyped impressions not only from his parents but from a combination of influences in his environment. By the time he is a college student, Willie has learned to compartmentalize, paying lip service to ideals of equality, but continuing to express his acquired prejudices and the exclusiveness they engender.

VIII. Supportive Supplemental Material: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be useful in courses which include content related to the psychological mechanisms and processes of prejudice. It would appear best suited to introductory level courses.

I. EYE OF THE STORM

II. Developer: ABC Television (A TV Special)

Disseminator: The Film Bureau
267 W. 25th Street
New York, New York

Contact Person: Kathy Blyn

III. Description of Media: 16 mm., sound film

IV. Time: 58 minutes

V. Costs: Rental: $30.00

VI. Approximate time Required to Obtain from the Disseminator: Three weeks

VII. Description of Purpose and Content: The film depicts an experiment conducted in a Riceville, Iowa elementary school. The experiment was intended to give children of a third grade class first hand experience in dealing with discrimination. The class was divided into two sections (blue eyes and brown eyes) and, on alternate days, one group was designated "superior" and the other "inferior." The changes in attitudes between children of the different groups (some of whom were close friends the day before) and their classroom performance under the stress of discrimination were very revealing. The film points out, through the eyes of children, the irrationality of discrimination.

VIII. Supportive Supplemental Material: Not known

IX. Statement of Relevance, Quality and Applicability: This film, due to its explicitness, could prove useful in introducing students to the nature of prejudice, and its overt expression, discrimination. The film as a part of an introductory exercise for pre-service or in-service activities which deal with education and race could prove quite useful.

I. Title: (THE) WAY OUT

II. Developer/Disseminator: Human Development Institute
20 Executive Park West N. E.
Atlanta, Georgia 30329

III. Description of Media: 16 mm., color, sound, film

IV. Time: 33 minutes

V. Costs: Purchase: $250.00

Rental: $50

VI. Approximate Time Required to Obtain From the Disseminator: 10 days

VII. Description of Purpose and Content: The film presents a close look at the backgrounds and present urban environments of four ethnic groups often found among the disadvantaged population. Individuals from these groups speak about the factors which have a tendency to captivate them in conditions of unemployment and poverty. The viewer is provided a look at poverty from a humanistic, personal, and environmental perspective.

VIII. Supportive Supplemental Material: Not known

IX. Statement of Relevance, Quality and Applicability: As a means of sensitizing students to the multivariate forces operating in poverty and unemployment, this film could prove useful. The film should be viewed primarily as introductory material.

I. Title: (A) CITY DECIDES

II. Developer/Disseminator: New York University Film Library
26 Washington Place
New York, New York 10003
(212) MU8-2250

III. Description of Media: 16 mm., sound, film

IV. Time: 27 minutes

V. Costs: Rental: $9.50

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: The film presents a true story of the integration of St. Louis, Missouri public schools, a border city in a border state. The film revolves around a teacher who is faced directly with racial incidents in his class at Beaumont High School shortly after integration takes place. The Board of Education of St. Louis with the help of teachers, parents, and local organizations establishes a policy of involvement before integration is to take place. Meetings are held where questions may be asked and answered. The precedent established by private and parochial schools of the city in dealing with educational integration provides a framework for the public schools. The film suggests that answers to the problems may be found in the day-to-day integration process within the school itself.

VIII. Supportive Supplemental Material: Not known

IX. Statement of Relevance, Quality and Applicability: The film provides reality oriented content which could be analyzed in much the same way as case study material. Courses concerned with the process of educational desegregation and integration could find this film helpful.

I. Title: I WONDER WHY

II. Disseminator: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

(212) MU9-7400

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 5 minutes

V. Costs: Rental -- $7.50

VI. Approximate Time Required to Obtain from the Disseminator: at least 3 weeks

VII. Description of Purpose and Content: A unique and poetic approach to a Negro child's feelings about prejudice, this film is based on a photographic book of the same title. Poignantly narrated and beautifully photographed, the film delivers a powerful message against prejudice.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film would appear suitable for presentation to a wide range of audiences of varying levels of sophistication when dealing with the concept of prejudice. For individuals of relatively high sophistication, it could prove useful and aesthetically pleasing as the film is quite artistically presented. For groups of less sophistication the film delivers a quite powerful message with the ability to sensitize individuals to the concept of prejudice.

I. Title: IN THE COMPANY OF MEN

II. Developer: William Greaves Production, Inc.
254 West 54 Street
New York, New York 10019

Disseminator: New York University Film Library
26 Washington Place
New York, New York
(212) 598-2250

III. Description of Media: 16 mm., sound film

IV. Time: 52 minutes

V. Costs: Purchase -- $325.00

Rental -- $120.00 per week
40.00 per day

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film documents the use of role playing and sensitivity training with hardcore unemployed blacks and white foremen. Specifically, techniques were implemented to establish communication between these two groups in a large General Motors assembly plant in Georgia.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could have a number of uses, varying from illustrating the techniques and processes of sensitivity training and simulation role playing to illustrating the necessity of establishing empathetic and communicative relationships within organizations to sensitizing viewing audiences to human inter-action processes.

I. Title: MARKED FOR FAILURE

II. Developer/Disseminator: National Education Association
Washington, D. C.

III. Description of Media: 16 mm., sound film

IV. Time: 60 minutes

V. Costs: Rental -- $15.50

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This report, prepared by the NEA, focuses on the problems facing educators and children in America's slum schools -- specifically, New York's Harlem section. The film illuminates the reasons why such children, mostly Negro, are kept from the cultural and economic mainstream of society.

VIII. Supportive Supplemental Materials: not known.

IX. Statement of Relevance, Quality, and Applicability: This film could be used as a stimulus for discussion of such widely varying topics as legal implications of equal educational opportunity, philosophy of American educational systems, cultural deficit in students, educational problem definition, and alternative educational solutions, etc.

I. Title: NO HIDING PLACE: MINORITY CONFLICTS IN THE SUBURBS

II. Developer: National Education Television

Disseminator: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
(212) MU9-7400

III. Description of Media: 16 mm., sound, black and white film

IV. Time: 58 minutes

V. Costs: Purchase -- $240.00

VI. Approximate Time Required to Obtain from the Disseminator: at least 3 weeks

VII. Description of Purpose and Content: In exposing the gulf between the races in one suburban New York town, this National Education Television documentary offers a profile of America in microcosm. Although the Black ghetto in the town is in ferment, white middle class residents, for the most part, are totally oblivious to its problems and needs. A sociologist at a local college foresees a polarization which could produce two separate communities. A leader of the Black community comments that integration is accepted only among people from the highest social and economic strata. An educator notes that meaninful relationships or communication do not exist between the races. Yet the hope for the town -- and for America -- is reflected in the efforts of some concerned residents who try to bridge the gap and establish a basis for mutual understanding in the words of the educator, "dare to trust each other...to end the racial nightmare."

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could provide introductory material to relatively unsophisticated audiences of the difficulties relative to communication, trust, and empathetic understanding between races in America's urban areas. It could be used to illustrate the necessity of interdisciplinary approaches to the resolution of social problems, including educational problems

I. Title: OUR COUNTRY, TOO

II. Developer: National Educational Television

Disseminator: Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

III. Description of Media: 16 mm., sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $125.00

Rental -- $6.75

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film explores the inner world of the American Negro: his values, attitudes, and impressions of life through interviews at such places as an African rite in Harlem, a Negro debutant ball, the office of a Negro newspaper, and a Negro-owned radio station.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be perhaps most useful in sensitizing white Anglo students in either a pre-service or continuing service context to the value system and its subsequent expression in Black behavior of the American Negro.

I. Title: SEGREGATION NORTHERN STYLE

II. Developer: CBS Television
New York, New York

Disseminator: B.F.A. Educational Media
2216 Michigan Avenue
Santa Monica, California 90404

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $145.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: The voices of prejudice are clearly heard in this half-hour CBS documentary dealing with integration in housing. With hidden cameras and tape recorders, the film follows a Negro couple through several weeks of fruitless searching for a home in a middle-class northern community. Actual interviews are heard between the couple and real estate agents, as well as with home owners. These interviews reveal direct resistance to the sale of home to Negroes although they meet every social and economic requirement for buying a home. Also seen is a meeting of the Fair Housing Committee of one of the communities involved.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This brief documentary film provides an excellent stimulus for group discussion which might develop in administration courses dealing with the concepts and processes of prejudice. It could also serve as a sensitizing device for training groups (pre-service or continuing service) where there is a need for the group to obtain a more empathetic posture with regard to minorities.

I. Title: PORTRAIT IN BLACK AND WHITE

II. Developer: CBS News
New York, New York

Disseminator: B.F.A. Educational Media
2216 Michigan Avenue
Santa Monica, California 90404
(213) 829-2901

III. Description of Media: 16 mm., sound film

IV. Time: 27 minutes each

V. Costs: Rental -- $25.00 per day

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: By means of a public opinion poll, these two films explore the attitudes of Blacks and whites toward each other, and the misconceptions and prejudices of each group.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Quality, Relevance, and Applicability: These two films provide in a relatively short time period period some compact data with regard to attitudes of Blacks and whites toward the opposite race, and could therefore, be useful in introducing students to the concept of ethnic perception and misperception. As the film was developed for general television, it would be obvious that the film is of introductory level and should be suitable for a wide variety of groups.

I. Title: SPUD'S SUMMER

II. Developer: CBS TV
New York, New York

Disseminator: B. F. A. Educational Media
2211 Michigan Avenue
Santa Monica, California 90404
(213) 829-2901

III. Description of Media: 16 mm., sound film

IV. Time: 26 minutes

V. Costs: Rental -- $20.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film is the story of a six-year old Negro boy from Harlem making his first visit to the country. Spud, who narrates the film, expresses his feelings about life on the farm in Chester County, Pennsylvania, and the slum life in a New York City ghetto. He unconsciously reveals how his world broadens and his ideals change. Probes deeply into the mind and heart of one child, revealing the dignity and worth of all children. Presents a strong argument for overcoming race prejudice.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Quality, Relevance, and Applicability: This CBS documentary, while produced for a general television audience can very successfully be used to present the varying curriculum needs of inner city children in contrast to other school-age youngsters. Additionally, it could sensitize viewing audiences to the style of life and knowledge and experience base of inner city children. Additionally, the film could provide the stimulus for a discussion related to ethnic differences, (specifically, genetic superiority/inferiority) and into the nature of prejudice.

I. Title: STAGOLEE

II. Developer/Disseminator: American Documentary Films
336 West 84 Street
New York, New York 10024
(212) 799-7440

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 60 minutes

V. Costs: Purchase -- $250.00

Rental -- $65.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: Bobby Seale, Chairman of the Black Panther Party, speaks from jail of his life in prison and his vision for the development of his people and a just society.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could provide viewers with an in-depth look at the "black power" movement. Its content is rich in materials which could serve as a stimulus for discussion in a wide range of administrator preparation courses.

I. Title: THE WAY IT IS

II. Developer: National Educational Television

Disseminator: Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

III. Description of Media: 16 mm, color, sound film

IV. Time: 58 minutes

V. Costs: Rental -- $16.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film documents the efforts of a New York University team of teachers and educators to redesign teaching methods and establish new ones in a ghetto junior high school in Williamsburg, Brooklyn. Actual footage of classroom activity, which is often shocking and unbelievable, shows how it "really is." Three quarters of the students are Negro, the rest Puerto Rican.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be relevant for administrator training courses which would deal with innovative organizational arrangements, interdisciplinary and cooperative team efforts in education, individual curriculum needs, organization for instruction, etc. The film also could be used to sensitize audiences to student reactions and involvement in public school situations, particularly as these relate to inner city school environments.

I. Title: THE BOY: THE JOB: STUDY IN COLOR (3 separate films)

II. Disseminators: Anti Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
(212) MU9-7400

III. Description of Media: (3) 16 mm., sound film

IV. Time: 1st film - 12 minutes
2nd film - 29 minutes
3rd film - 28 minutes

V. Costs: Purchase -- $55.00 The Boy
75.00 The Job
75.00 Study in Color

(N.B. When ordering, be sure to indicate whether the complete series or a single film is desired.)

VI. Approximate Time Required to Obtain from the Disseminator: at least 3 weeks

VII. Description of Purpose and Content: A trilogy of films is presented which consist of "The Boy," "The Job," and "Study in Color." These are films which represent a strong indictment of racial prejudice. They appeal to moral consideration and impel audiences to analyze their inner feelings about color and race.

"The Boy" - Through imaginative role-playing, a Negro Boy indulges in a fantasy which reveals his deep sensitivity to name-calling and stereotyped attitudes toward racial minorities. The hard hitting dialogue exposes the degradation to which a prejudiced person subjects his fellow man.

"The Job" - This is a sophisticated approach to the problem of racial prejudice. The sometimes hunorous but biting satire of the film attacks the hypocracy of using race as a promotion gimmick for "selling" movies, plays or books.

"Study in Color" - Two players discuss "color" in separate soliloquies; one is a white man who wears a Negro mask, the other a Negro wearing a white mask. Through the use of these theatrical devices, the members of the audience are given an opportunity to place themselves in the role of the Negro and try to empathize with his deepest feelings.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: Each of the three films is an entity in itself and could be used either alone or as part of a series when all three films are presented. The films are most suitable for adult audiences who are concerned with the cultural, philosophical, psychological, and ethical aspects of racial prejudice. A wide variety of audiences should find these films interesting and provocative.

I. Title: BLACK ANGER

II. Developer/Disseminator: Human Development Institute
20 Executive Park West, N.E.
Atlanta, Georgia 30329
(404) 633-4581

III. Description of Media: 16 mm, color, sound film

IV. Time: 26 minutes

V. Costs: Purchase -- $350.00

Rental -- $50.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: The film depicts Black and Mexican-American groups speaking of their successes, failures, hopes, and disappointments in the white/Anglo world of work. A powerful film, revealing the feelings of hostility and hopelessness generated by the ghetto.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: To develop sensitivity to minority group frustrations, this film could be useful. It would appear to be most applicable to in-service training environments.

I. Title: EVERYBODY'S PREJUDICED

II. Developer: National Film Board of Canada
Montreal, Canada

Disseminator: International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

III. Description of Media: 16 mm, sound film

IV. Time: 22 minutes

V. Costs: Rental -- $9.50

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film offers examples of prejudice that everyone will recognize and wish to discuss. They are all dramatized by the film in a six-unit apartment dwelling and range all the way from simple prejudgment (deciding without knowing all the facts) to the emotional bias of the bigot.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be useful as introductory material for non-sophisticated audiences. It could also be used to stimulate deeper discussions of the nature of prejudice.

I. Title: BOUNDARY LINES

II. Developer: International Film Foundation
475 Fifth Avenue
New York, New York

Disseminator: New York University Film Library
26 Washington Place
New York, New York 10003
(212) 598-2250

III. Description of Media: 16 mm, color, sound film

IV. Time: 10 minutes

V. Costs: Purchase: $150.00

Rental -- $15.00 per day

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This is an animated film analyzing the ancient symbolism of lines that men have used to express their ideas, and of the imaginary lines that men have drawn to divide them from other men - lines of fear, possession, greed, and color. The film shows that once boundary lines are drawn, fear and prejudice can develop to produce an ultimate reaction (concentration camps and mass elimination of ethnic groups). The major stress of the film is the need for education to maintain openness against the elements of intolerance.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be an elementary introduction to the nature and mechanism of prejudice.

I. Title: CAN WE IMMUNIZE AGAINST PREJUDICE?

II. Disseminator: New York University Film Library
26 Washington Place
New York, New York
(212) 598-2250

III. Description of Media: 16 mm., black and white film

IV. Time: 7 minutes

V. Costs: Rental -- $9.00 per day

VI. Approximate Time Required to Obtain from the Disseminator: 5 days

VII. Description of Purpose and Content: This animated film, narrated by Eddie Albert and designed by Leo Leonni, shows how three families try entirely different ways to raise their children free of prejudice.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be used as introductory material to stimulate discussion concerning the nature, processes of prejudice, particularly with regard to mechanisms which operate in the acquisition of racial prejudice.

I. Title: THE BLACK RABBITS AND THE WHITE RABBITS

II. Disseminator: New York University Film Library
26 Washington Place
New York, New York 10003
(212) 598-2250

III. Description of Media: 16 mm, color film

IV. Time: 8 minutes

V. Costs: Rental -- $10.00

VI. Approximate Time Required to Obtain fromthe Disseminator: 10 days

VII. Description of Purpose and Content: This is an animated, allegorical film telling of the enslavement of a community of black rabbits by its white rabbit neighbors. The blacks are taught they are inferior to their masters. Generations later these positions are suddenly reversed with unpredictable results.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be used perhaps most effectively to sensitize groups suspected of having high levels of ethnic prejudice. It is introductory and orientation level material.

I. Title: BLACK POWER

II. Developer: Reaction Films
International Textbook Company
Scranton, Pennsylvania 18515

Disseminator: New York Public Library
New York, New York

III. Description of Media: 16 mm, color, sound film

IV. Time: 15 minutes

V. Costs: Purchase -- $189.50

Preview -- free, except for postage

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: The film provides juxtaposition of widely varying opinions and comments by Malcolm X, Eldridge Cleaver, Floyd McKissick, Martin Luther King, and others, as they view the problems and prospects of the Black movement generally and the concept of Black power specifically.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be used in both pre-service and continuing service context to sensitize viewers to the Black perception. Additionally, it could be used to diminish perceptions of the "Black Stereotype."

I. Title: URBAN DYNAMICS

II. Disseminator: URBAN DYNE
5659 South Woodlawn Avenue
Chicago, Illinois 60637

III. Description of Media: A game board, representing city wards, color-coded for land utilization; blocks of four colors, representing residences of four socio-economic-racial groups; similar blocks representing business, industries, governmental agencies, and such sources of employment; play money, representing investment capital and buying power; a bank with which loans can be negotiated under certain conditions. An instructor's manual is necessary to cover the procedures for play.

IV. Time: 4 - 7 hours for complete play

V. Costs: Purchase -- $95.00 (rental may be applied to purchase)

Rental (3 days) -- $25.00 (plus return shipping and insurance)

VI. Approximate Time Required to Obtain from the Disseminator: 3 weeks

VII. Description of Purpose and Content: Urban Dynamics presents a simulation of the social, political, and economic development of a typical large city. It represents an evolution of the Community Land Use Game (CLUG) which has been used primarily in the area of urban planning and has a strong economic emphasis and was originally published as GHETTO, with its emphasis on urban sociology and minority issues.

The game can be used to represent either of two real-time frames of four decades. One alternative is based on the actual development of Chicago from 1920 - 1960, the other being based on projections of Chicago from 1950 - 1990. In either case, the play interrelates the economic with the sociological factors that determine urban development. Optimal play involves four teams of from three to six players each. Members of each team make decisions regarding purchase of property, investment in businesses, securing residences, etc. Success in the game is measured by accumulated wealth and certain "quality of life" satisfactions. A complete game consists of four rounds (decades).

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: The game would be useful for the sensitization of educational administration students to the combined socio-economic factors which influence urban development and which affect the lives of various constituencies with which schools are concerned. No particular sophistication in educational administration, economics, or sociology is required. Persons playing the role of the two minority groups represented invariably leave the game in either hostile aggression or debilitating passivity.

I. Title: THEY SHOOT MARBLES, DON'T THEY? (formerly entitled, POLICE COMMUNITY RELATIONS GAME)

II. Developer: Frederick Goodman, School of Education, University of Michigan

Disseminator: Learning Activities and Materials
c/o F. L. Goodman
School of Education
University of Michigan
Ann Arbor, Michigan 48104

III. Description of Media: (1) A brief instructor's manual; (2) a cloth cover (for a table 3 1/2 - 4 feet square) on which a simple game layout has been drawn with crayon or felt pen; (3) a collection of marbles of two sizes and three colors; (4) 5 dowels, 1" diameter, in length from 1" to 5"; (5) a large room (at least 30' x 30') with folding chairs, a chalkboard, with the shooting table in the middle. Acoustical treatment of the room is desirable.

IV. Time: 2 1/2 - 3 hours for initial round

V. Costs: Sets can be homemade from instructions supplied by the disseminator for a donation of $5.00 - $10.00.

VI. Approximate Time Required to Obtain from the Disseminator: Instructions by return mail. Additional time will be needed to assemble materials and to learn basic procedures.

VII. Description of Purpose and Content: Originally designed for a police department as a police-community relations game, "Marbles" has evolved into a very free, unstructured learning tool with no single lesson in mind. There is no one particular way to play the game; rather the idea is to experiment with many different variations and interpretations. The overall goal is to encourage experiments in rule governed behavior, governmental structures, law enforcement policies, and problems of wealth distribution during a process of developing an urban community.

The game is best played with from 10 to 30 players, guided by a "Game Overall Director" (G.O.D.). The game begins with minimum structure and two rules, on the basis of which the players define and redefine the rules and goals of the game. The beginning scenario includes five players (A, B, C, D, and E) sitting around a board who represent private citizens involved in their daily routine of social interaction and survival. Marbles are the medium of exchange and may represent money, power, mobility, status, skill, employment, whatever the players perceive as important to survival.

Each round consists of a bargaining session and a shooting session. In the bargaining session the five players bargain for a pot of marbles (the number of marbles being determined by the roll of 5 dice) with the relative bargaining power of each player determined by the number of marbles he holds in his possession from previous rounds. Players have three minutes in which to strike a bargain between 2 or more players for the pot and to build a tower out of wooden dowels which symbolizes the bargain. Once established, the tower must stand in the middle of the board through the shooting round which follows. In the shooting round all players have the option of toppling the bargain or shooting at job marbles which are scattered around the board and which, if hit, return an income. If the tower is toppled the bargain is nullified and no one receives the pot.

The shooting round is governed by the only two rules or laws, which exits at the beginning of the game. One rule designates the position from which each player may shoot and the other restricts players from hitting the trouble marbles which are also placed on the board. To enforce these rules there is a police force. In addition to the citizens and the police there is a government which is chosen at the outset of the game. Once chosen the government is solely responsible for making all laws of the game, free to make any laws they wish, to establish any system of law enforcement and justice which they choose. The police force is responsible to the government.

Once the first round has been played and the players have assumed their roles, the direction of the game is entirely up to the players. The only function of the game director thereafter is to keep the game moving and to insure that the sequence of play is correctly performed. The game was designed to be redesigned by users.

VIII. Supportive Supplemental Materials: None required

IX. Statement of Relevance, Quality, and Applicability: While "Marbles" has been used with groups from Junior High age to a variety of adult populations, it is seen as applicable to Educational Administration training programs primarily for the purpose of providing a laboratory for experiencing and experimenting with governmental structure. It permits the examination of political processes in a primitive format, as well as basic human relations.

I. Title: INSIDE OUT

II. Developer: Jack Robertson

Disseminator: New York University Film Library
26 Washington Place
New York, New York

(212) 598-2250

III. Description of Media: 16 mm., color, sound film

IV. Time: 56 minutes

V. Costs: Purchase -- $60.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film demonstrates the use of the community's business, industrial, and cultural resources to provide urban secondary school students with meaningful educational experiences as exemplified by the Franklin Parkway Program. This is contrasted with the disaster prevalent in ghetto schools, such as Bedford-Styvesant in New York City.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be used in courses dealing with organizational arrangements for instruction. It could be used as a stimulus for discussion of alternative organization for education, as an illustration of the need for flexibility and individualization of instruction for students of differing environmental backgrounds, and to illustrate the integration of many resources (business, industrial, cultural, etc.) to provide a more diversified, relevant educational program.

I. Title: CHALLENGE TO AMERICA: THE ROLE OF EDUCATION IN INTERGROUP RELATIONS

II. Developer: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
(212) MU9-7400

Disseminator: NYU Film Library
26 Washington Place
New York, New York 10003
(212) MU8-2250

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 25 minutes

V. Costs: Purchase -- $75.00

Rental -- $8.50

VI. Approximate Time Required to Obtain from the Disseminator: at least 3 weeks

VII. Description of Purpose and Content: This production features Professor William Van Til, Professor of Education at New York University. Professor Van Til illustrates ways and means of meeting the challenge of good human relations of various religions, racial, and nationality backgrounds.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be used to supply general background information (introductory level) to communications, human relations among different groups

I, Title: BLACK HISTORY: LOST, STOLEN, OR STRAYED

II. Developer: CBS-TV

Disseminator: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 40 minutes

V. Costs: Purchase - $300.00

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: In this shortened version of the award-winning CBS-TV documentary, Bill Cosby takes the viewer on a guided tour through a history of attitudes -- both black and white -- and their accumulated effect on black Americans. Cosby reviews black American achievements left out of the history books, the absence of recognition of Africa's contributions to Western culture, and the changing Hollywood depiction of the black American.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be used in both pre-service and in-service context to orient administrators, teachers, and supervisors to the black American. This is an exceptionally well conceived and executed contribution with an élan unusual for the genre.

I. Title: PRINCIPLES OF PAPERWORK MANAGEMENT

II. Developer: United States Navy

Disseminator: National Audiovisual Center
Washington, D. C. 20409

order no. FN 9433-a

III. Description of Media: 16 mm. color, sound film

IV. Time: 13 minutes

V. Costs: Purchase -- $45.25

Rental --

Preview -- may borrow upon request

VI. Approximate Time Required to Obtain from the Disseminator:

usually less than 30 days but may require as much as 60 days

VII. Description of Purpose and Content: This film describes the qualities of efficient effective letter writing and suggests ways of obtaining these qualities.

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: For the great majority of graduate students, this film is too elementary in terms of level of sophistication. The objectives of the film are excellent and the technical aspects are quite acceptable. Another favorable feature is the motivation of the film in promoting learning.

I. Title: EFFECTIVE WRITING

II. Developer: United States Air Force

Disseminator: National Audiovisual Center
Washington, D. C. 20409

Order No. TF 1-5072

III. Description of Media: 16 mm. black and white, sound film

IV. Time: 19 minutes

V. Costs: Purchase -- $33.75

Rental --

Preview -- may borrow upon request

VI. Approximate Time Required to Obtain from the Disseminators:

usually less than 30 days, but may require as much as 60 days

VII. Description of Purpose and Content: This film describes communication from the concrete symbols of the cave man to the perplexities and ambiguities of some current Government writing. Various rules for organizing material and examples of ineffective writing with recommendations for improvement are presented.

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: Since this film considers very basic principles in written communications, it will likely be most useful to those who have serious limitations in expressing their ideas in writing clearly. The objectives and content of the film were judged to be fair to good. Although recommended for use, it should be kept in mind that the film is old and appropriate primarily for those below college level.

I. Title: TASK OF THE LISTENER

II. Disseminator: Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

III Description of Media: 16 mm. black and white, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $125.00

Rental -- $10.00

VI. Approximate Time Required to Obtain from the Disseminator: 2 - 4 weeks

VII. Description of Purpose and Content: This film is narrated by S. I. Hayakawa. He delineates a communication theory that explains the acceptance and/or rejection of a communicated message. In presenting this theory of communication, Hayakawa borrows heavily from the work of Carl Rogers related to the self-concept and the process of non-evaluative listening.

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: This film could be used in introductory courses in educational administration to demonstrate the efficacy of "non-evaluative" listening in vertical and/or horizontal communication networks of an organization. The film can also demonstrate the impact of communication on inter-personal relationships.

I. Title: RECEPTION AND COMMUNICATION

II. Disseminators: Film Distribution Supervisor
The Ohio State University
Department of Photography and Cinema
156 West 19th Avenue
Columbus, Ohio 43210

III. Description of Media: 16 mm. black and white, sound film with color segments

IV. Time: 45 minutes

V. Costs: Purchase -- $65.00

Rental -- $10.00

VI. Approximate Time Required to Obtain from the Disseminator: 2 - 4 weeks

VII. Description of Purpose and Content: This film presents a series of concrete examples of the effect of human perception upon the communication process. Two major theories of perception (cognitive and Transactional) are introduced.

Each theory is illustrated by one or more of the following sequences in the film:

1. Perception in the pre-school child and the blind child.
2. Contrasting theories of perception presented by psychologists James Gibson and Hadley Cantrel.
3. Perception in relation to training in an industrial environment.
4. The use of perception in Peace Corps training.
5. The use of perception in the training of Head Start personnel.
6. The use of perception in relation to instruction within the college classroom (presented by Kenneth Norberg of Sacramento State College).

VIII. Supportive Supplemental Materials: None known to be available.

IX. Statement of Relevance, Quality, and Applicability: This film could be useful in the sensitization of educational administration students to the effects of individual perception on administrative behavior. It could also be used as an exercise to develop student skill in the identification and delineation of problems and issues in organizational communication.

I. Title: ROLE PLAYING IN HUMAN RELATIONS

II. Developer: National Training Laboratories
1201 16th Street, N. W.
Washington, D. C. 20036

Disseminator: NEA Audio Visual Studio
1201 16th Street, N. W.
Washington, D. C. 20036

III. Description of Media: 16 mm. black and white, sound film

IV. Time: 25 minutes

V. Costs: Purchase --

Rental -- $7.00 for 3 days

Preview -- $7.00

VI. Approximate Time Required to Obtain from the Disseminator: 3 1/2 months

VII. Description of Purpose and Content: The purpose is to introduce some of the uses of role playing as a training aid with demonstrations on how to do it. Five role playing scenes are shown in order to demonstrate how to set up a role playing situation, getting it started, how to cut the scene, and the use of commentator, soliloguy, and interview in role playing.

VIII. Supportive Supplemental Materials: A very short brochure accompanies the film

IX. Statement of Relevance, Quality, and Applicability: This is an introductory film for persons with little or no previous experience in role playing. Its use would probably be best limited to a motivational device in a workshop where participants will be introduced to role playing.

I. Title: THE PROCESS OF COMMUNICATION

II. Disseminator: Film Distribution Supervisor
The Ohio State University
Department of Photography and Cinema
156 West 19th Avenue
Columbus, Ohio 43210

III. Description of Media: 16 mm. black and white, sound film with color segments

IV. Time: 45 minutes

V. Costs: Purchase -- $88.75

Rental -- $10.00

VI. Approximate Time Required to Obtain from the Disseminator: 2 - 4 weeks

VII. Description of Purpose and Content: This film provides an animated presentation of a theoretical model of communication. Illustrations of the model are drawn from industry, the military, and education. Specifically, models are presented which were developed by the Army Command and General Staff School at Fort Levenworth, Kansas, The University Council for Educational Administration, and the Teacher Training Program at the University of Illinois.

VIII. Supportive Supplemental Materials: None are known to exist

IX. Statement of Relevance, Quality, and Applicability: This film could be used with students of educational administration as a stimulus for the analysis of conceptual and theoretical processes of communication. The film might also serve to demonstrate some communication theory-building techniques. Additionally, students might use the film to develop skill in the analysis of the relationship between communication theory and practice.

I. Title: EYE OF THE BEHOLDER

II. Disseminators:

(rental only)
Indiana University
Audiovisual Center
Bloomington, Indiana 47401

(purchase and rental)
Stuart Reynolds Productions
9465 Wilshire Boulevard, Suite 411
Beverly Hills, California 90212
(213) 274-7863

III. Description of Media: 16 mm, black and white and/or color, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $250.00 (black and white)
300.00 (color)

Rental -- $10.00 black and white only (Indiana University)

$25.00 B & W per week
40.00 color per week
Stuart Reynolds Productions (rental can be applied to purchase price)

Shipping Costs -- $2.00 regular mail
5.18 airmail

Preview -- 3 day evaluation preview free except for shipping charges from Stuart Reynolds Productions

Discussion Leader's Guide -- free with purchase or rental from Stuart Reynolds Productions (additional copies 50¢ @)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks

VII. Description of Purpose and Content: The film dramatizes the story of 12 hours in the life of Michael Gerard, an artist. After a brief introduction of cartoon illustrations which makes the point that we can be easily misled (the old shell game, the top hat illustration, and the ambiguous cube figure). We see Michael in his studio standing amid a disarray of spilled paints and a knife with an apparently lifeless young woman lying on a couch.

From here the film flashes back to give the impressions Michael has made in the minds of five different individuals with whom he has come in contact.

The film illustrates the problem of accurately perceiving the behavior and motives of others and adequately illustrates the discrepancies between actual situations and their reconstruction through individual perception. Illustrated are at least the following seven pitfalls to avoid when observing others: (1) snap judgments, (2) projection, (3) prejudice, (4) predisposition, (5) preoccupation, (6) lack of appreciation of the people's dreams and ideas, (7) limited perspectives.

VIII. Supportive Supplemental Materials: A Discussion Leader's Guide, which describes in detail each film sequence, provides diagrams which illustrate different models of perception, specific suggestions for class discussion, detailed suggestions for specific procedures for showing the film to students, list of questions suitable for at least six different groups, i.e., management and supervisory groups, college classes, government and military groups, law groups, mental health and other professions, and a list of seven pitfalls to be avoided when observing the behavior of others.

IX. Statement of Relevance, Quality, and Applicability: This film could be useful in discussions concerning perception, communication, and interpersonal relationships. The film's wide acceptance and use by a variety of disciplines and institutions illustrates its versatility. It can be used as a part of case study method courses, seminars, resource materials for sensitivity training laboratories, and "one shot" illustrations or lectures.

For students of educational administration, the film can illustrate basic issues and problems which may develop due to personal perception and interpretation of data. Obviously illustrated is the difficulty in communicating clearly to all individuals the same event.

I. Title: MORE THAN WORDS

II. Developer/Disseminator: H. Strauss Productions
31 West 53 Street
New York, New York

III. Description of Media: 16 mm., sound film

IV. Time: 15 minutes

V. Costs: Purchase -- $195.00

Rental -- $45.00 per week

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film deals directly with problems in communications between people. It illustrates how to get better acceptance and understanding for personal communication, as well as how to provide similar acceptance and understanding to the communication of others.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be lead-in content for exercises dealing with effective communication, human interaction skills, as well as sensitivity to the meaning of communication received.

I. Title: WORKING WITH PEOPLE

II. Developer: Neighborhood Worker Training Series
Community Action Institute

Disseminator: New York University Film Library
26 Washington Place
New York, New York 10003
(212) 598-2250

III. Description of Media: 16 mm., color, sound film

IV. Time: 20 minutes

V. Costs: Rental -- $10.00

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: This film demonstrates how one kind of role-playing can be a useful training technique. Two role-players show how not to work with people by doing some of the obvious and not-so-obvious things that make people feel you don't respect them. Two others demonstrate more effective approaches. Pitfalls that await neighborhood workers who aren't "tuned in" to the people that they try to work with are highlighted.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be useful in courses where an introduction to the process of role-playing is needed. It could be used effectively to illustrate the process of communication, individual perception, and misperception, human interaction skills, and human relations sensitivity, etc.

I. Title: A CHAIRY TALE

II. Developer: National Film Board of Canada
Montreal, Canada

Disseminator: International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 10 minutes

V. Costs: Rental -- $7.50

VI. Approximate Time Required to Obtain from the Disseminator: 10 days

VII. Description of Purpose and Content: A chair becomes animated and refuses to accept a person who wants to sit in it. The film symbolically treats the question of one person trying to manipulate another. When the young man tries to sit on the chair there is an ensuing struggle, first for mastery, and then for understanding. It shows that reconciliation is possible only when the person in the dominant position is willing to be flexible and positively identify with the other person.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This short but creative film could be used to introduce such topics as cognitive dissonance, negotiation, rigidity, flexibility, etc., in human relations.

I. Title: COLLECTIVE BARGAINING

II. Developer/Disseminator: Didactic Systems, Inc.
Box 500
Westbury, New York 11590

Contact Person: Erwin Rausch, President

III. Description of Media: Industrial-labor relations game

IV. Time: two to three hours, plus feedback time

V. Costs: Purchase -- Six participant set: $17.40
Meeting leader's guide: $.50
Additional: Sales & use tax, where applicable
Handling, transportation, & insurance
(indicate preferred shipping method)

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content:

This game is designed primarily for foremen, supervisors, and managers who influence relations with union members, but who are normally not involved in the collective bargaining process. It dramatizes the political and economic forces at work and stresses the need for careful wording of new contract clauses.

Participants confront each other in teams of union and management representatives to try to obtain a satisfactory contract. The objective for each management team is to obtain at the lowest possible cost to its company, a better contract than other management teams; and for each union team to obtain better benefits in the settlement than other union teams. A method of scoring is provided to compare union teams with other union teams and management teams with other management teams.

All players begin as members of a management group grappling with two difficult grievance problems (overtime and subcontracting). Then the group divides into two teams with four persons as union and two as management. In these roles, the teams negotiate two contract clauses and settle the wages and benefits issues (holidays, vacations, pensions, insurance). Time limits of 5, 10, and 15 minutes intervals are set for the negotiating periods, and every minute of delay is penalized as a work stoppage or strike.

After the final settlement and the new contract is in effect, the players are given short descriptions of six possible situations that can occur in the next few months. In each case the teams must decide whether the situations would result in a grievance, whether the new contract clauses cover the situation, and whether or not the union has a strong case. Role viewpoints are built into the game and influence the course of negotiations.

VIII. Supportive Supplemental Materials: Supportive materials come with the set.

IX. Statement of Relevance, Quality, and Applicability: This game could provide, at an experiential level, students with important information and a sense of the processes involved in contract negotiation. The critique component of this game is an important part of the game and a necessary exercise itself. Appropriate time for this feedback must be provided.

I. Title: HANDLING CONFLICT IN MANAGEMENT:
SUPERIOR/SUBORDINATE-GROUP CONFLICT

II. Developers: Erwin Rausch and Wallace Wohlking
American Management Association
135 West 50th Street
New York, New York 10020

Disseminators: Didactic Systems, Inc.
6 North Union Avenue
Cranford, New Jersey 07016

III. Description of Media: Game

IV. Time: 2 1/2 - 3 hours

V. Costs: Purchase -- $24.00 for five participant sets (quantity discounts available)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks

VII. Description of Purpose and Content: This game provides an opportunity for managers and managerial trainees to improve their conflict resolution skills. Participants are encouraged to discuss their defensive and other emotional reactions that arise -- how to recognize them, how to deal with them, and how to turn them toward constructive problem-solving.

Participants are supervisors in a factory. A team consists of four players. The number of teams which can play simultaneously is unlimited. Decisions involve facing the conflict situation, approaching the protagonist, recognizing emotional reactions, opening communications, de-escalating the conflict, and establishing an open-communications climate.

VIII. Supportive Supplemental Materials: A Leader's Guide is automatically included unless specifically excluded. There are three games in the Handling Conflict and Management series ("Conflict Among Peers," "Superior/Subordinate Group Conflict," "Superior/Subordinate Conflict - Individual Conflict"). The three games are not a dependent sequence, and in fact, should not be presented consecutively. There is a significant overlap in content between the three games, and therefore, the selection and use of one of the three games could be sufficient for most training purposes.

IX. Statement of Relevance, Quality, and Applicability: The material is applicable to educational administration training, particularly at beginning levels, as a means of introducing students to basic elements of conflict situations. The game can permit students to enter an unfamiliar role and to attempt problem-solving. Such activity may be valuable for the purpose of expanding beyond stereotyped responses by students.

I. Title: HANDLING CONFLICT IN MANAGEMENT:
SUPERIOR/SUBORDINATE-INDIVIDUAL CONFLICT

II. Developers: Erwin Rausch and Wallace Wohlking
American Management Association
135 West 50th Street
New York, New York 10020

Disseminators: Didactic Systems, Inc.
6 North Union Avenue
Cranford, New Jersey 07016

III. Description of Media: Game

IV. Time: 2 1/2 - 3 hours

V. Costs: Purchase -- $24.00 for five participant sets (quantity discounts available)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks

VII. Description of Purpose and Content: This game provides an opportunity for managers and managerial trainees to improve their conflict resolution skills. Participants are encouraged to discuss their defensive and other emotional reactions -- how to recognize them, how to deal with them, and how to turn them toward constructive problem-solving.

Participants are supervisors in a factory. A team consists of four players. The number of teams which can play simultaneously is unlimited. Decisions involve facing the conflict situation, approaching the protagonist, recognizing emotional reactions, opening communications, de-escalating the conflict, and establishing an open-communications climate.

VIII. Supportive Supplemental Materials: A Leader's Guide is automatically included unless specifically excluded. There are three games in the Handling Conflict and Management series ("Conflict Among Peers,'Superior/Subordinate Group Conflict," "Superior/Subordinate - Individual Conflict"). The three games are not a dependent sequence, and in fact, should not be presented consecutively. There is a significant overlap in content between the three games, and therefore, the selection and use of one of the three games could be sufficient for most training purposes.

IX. Statement of Relevance, Quality, and Applicability: The material is applicable to educational administration training, particularly at beginning levels, as a means of introducing students to basic elements of conflict situations. The game can permit students to enter an unfamiliar role and to attempt problem-solving. Such activity may be valuable for the purpose of expanding beyond stereotyped responses of students.

I. Title: HANDLING CONFLICT IN MANAGEMENT:
CONFLICT AMONG PEERS

II. Developers: Erwin Rausch and Wallace Wohlking
American Management Association
135 West 50th Street
New York, New York 10020

Disseminators: Didactic Systems, Inc.
6 North Union Avenue
Cranford, New Jersey 07016

III. Description of Media: Game

IV. Time: 2 1/2 - 3 hours

V. Costs: Purchase -- $24.00 for five participant sets (quantity discounts available)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks

VII. Description of Purpose and Content: This game provides an opportunity for managers and managerial trainees to improve their conflict resolution skills. Participants are encouraged to discuss their defensive and other emotional reactions -- how to recognize them, how to deal with them, and how to turn them toward constructive problem-solving.

Participants are supervisors in a factory. A team consists of four players. The number of teams which can play simultaneously is unlimited. Decisions involve facing the conflict situation, approaching the protagonist, recognizing emotional reactions, opening communications, de-escalating the conflict, and establishing an open-communications climate.

VIII. Supportive Supplemental Materials: A Leader's Guide is automatically included unless specifically excluded. There are three games in the Handling Conflict and Management series ("Conflict Among Peers," "Superior/Subordinate Group Conflict," "Superior/Subordinate Conflict - Individual Conflict"). The three games are not a dependent sequence, and in fact, should not be presented consecutively. There is a significant overlap between the three games, and therefore, the selection and use of one of the three games could be sufficient for most training purposes.

IX. Statement of Relevance, Quality, and Applicability: The material is applicable to educational administration training, particularly at beginning levels, as a means of introducing students to basic elements of conflict situations. The game can permit students to enter an unfamiliar role and to attempt problem-solving. Such activity may be valuable for the purpose of expanding beyond stereotyped responses of students.

I. Title: HARD BARGAINING

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16mm, black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- no cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: In this film, viewers witness some hard bargaining that takes place as a federal mediator strives for the settlement of contract issues through mediation. The mediator's role is clearly defined as he stops the personal attacks between labor and management, gets each side to outline clearly its views, gains respect and trust from each side, and meets independently with each side in the dispute. The mediator reveals the reasons for his actions to the viewers and emphasizes his objective of determining the personal feelings important to a settlement.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized to help the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: This film is an introduction to the role of the mediator (when used singly) and presents an in-depth study of the negotiations and mediation processes when used with the other seven films in the series.

I. Title: DEADLINE

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- no cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: As the deadline rapidly approaches for settlement of a new contract, the labor and management factions of a metals company reach agreement on a few issues, largely as a result of the federal mediator in separate meetings with the two groups. Tempers run hot, but the efforts of the mediator prevail in his attempt to avoid a break in the talks and a strike.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized to help the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: When used with the other films in the series of seven, this film can provide an in-depth study of the bargaining and mediation process.

I. Title: SETTLEMENT

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16mm, black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- no cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: The mediator emerges as the problem-solving middle man in the collective bargaining process between the labor and management factions of a metals company. The mediator helps to obtain concessions on behalf of both parties as each moves toward a middle ground and final settlement. The mediator manages to convince the union to lower its wage demands, while postponing some issues in the contract for the formation of a joint union-management committee to iron out details of job retraining and a program for creating better understanding.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized to help the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: When used with the other films in this series of seven, this film can provide an in-depth study of bargaining and mediation process.

I. Title: MEDIATION IN ACTION - 1964

II. Developer/Disseminator: New York State School of Industrial and Labor Relations
Cornell University
Ithaca, New York 14850

Contact Person: Robert Julian

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 47 minutes

V. Costs: Purchase: $200.00

Rental: $10.00

VI. Approximate Time Required to Obtain from the Disseminator: Two weeks

VII. Description of Purpose and Content: The film illustrates the functioning of a mediator in a recreated bargaining session. In the dramatized bargaining session, a federal mediator invites representatives of a union and of a company management to re-examine four basic issues separating them from agreement on a new contract. He uncovers a fundamental reason for the "hard line" being adhered to by the company -- lack of confidence that the union leadership will be supported with a positive vote of the rank and file, regardless of concessions the company might make. The mediator asks the union, in separate causus, to consider the merits of this fear. The union finds it unjustified, reassures the management representatives that it can deliver an approving vote, and the session ends with the issues being resolved one by one.

VIII. Supportive Supplemental Materials: None

IX. Statement of Relevance, Quality and Applicability: This film could be used in elementary course in collective bargaining and would illustrate the function of the mediator when impasse is reached.

I. Title: BALTIMORE MOCK MEDIATION - 1969

II. Developers: WJZ-TV
Baltimore, Maryland

Disseminator: New York State School of Industrial
and Labor Relations
Cornell University
Ithaca, New York 14850

III. Description of Media: 16mm, color, sound film

IV. Time: 50 minutes

V. Costs: This film may only be used on the Cornell University campus for no charge.

VI. Approximate Time Required to Obtain from the Disseminator: not applicable

VII. Description of Purpose and Content: Members of the Federal Mediation Service serve as "role players" in a condensed version of mediation between a tool company and a union local. A joint session is presided over by the mediator, wherein both labor and management express their views and positions on five unresolved issues. Some argumentation characterizes this session as the mediator attempts to get the feel of some basic attitudes underlying this particular labor-management relationship. The mediator is seen gaining deeper insight into the problem in private sessions (caucus) with each side of the dispute. In these private sessions the mediator tests the flexibility of the parties and seeks a middle group based upon compromise by both sides to form the basis for a new agreement.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be useful as course content in collective bargaining and the use of impasse procedures. In-depth study of the mediator and the mediation process can be presented with this film.

I. Title: WHITE COLLAR GRIEVANCE (1967)

II. Developer: The University of Wisconsin
School for Workers & Dept. of Audio-Visual Instruction
The University of Wisconsin
Madison, Wisconsin

Disseminator: The University of Wisconsin
Extension Division
432 North Lake Street
Madison, Wisconsin 53706

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 42 minutes

V. Costs: Purchase -- $200.00

Rental -- $6.75

Preview -- no charge for preview with possible intent to purchase

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: This filmed dramatization gives the background for a seniority grievance and shows the processing of grievance through the grievance steps to arbitration. The importance of contract language is stressed and the roles of the union grievance committee are aptly and vividly portrayed. The arbitration sequence includes the parties opening arguments, the cross examination of witnesses and the closing statements. Also included in this dramatization is the white collar unions (units) concern over the partial computerization of the companies addressograph system and the possible solution to the problem through the negotiations process.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could best be utilized in a basic course in collective bargaining and could provide basic understanding of the grievance procedure.

I. Title: YOU ARE THERE AT THE BARGAINING TABLE (1955)

II. Developer: American Management Association
135 West 50th Street
New York, New York 10020

Disseminator: American Management Association (purchase and rental)
Visual Education Promotion Department
135 West 50th Street
New York, New York 10020

Illinois Central Library of Audio Visual Aides (Loan only)
135 East 11th Place
Room 302 Annex
Chicago, Illinois 60605

Brigham Young University (Rental only)
Dept. of Audio Visual Communication
Atten: Booking Clerk
Provo, Utah 84601

Roa's Films (Rental only)
1696 North Astor Street
Milwaukee, Wisconsin 53202

Swank Motion Pictures, Inc. (Rental only)
201 South Jefferson Avenue
St. Louis, Missouri 63103

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 50 minutes

V. Costs: Purchase -- $150.00 (American Management Association members)
200.00 (non members)

Rental -- $50.00 (American Management Association members)
60.00 (non members)

Preview -- $15.00 for one day preview

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks

VII. Description of Purpose and Content: This film dramatizes wage negotiations between a paper manufacturing company and AFL local unit as they hammer out terms for a contract. Bargaining is presented as a discussion and joint problem-solving approach to reaching a collective agreement between management and labor. In this dramatization,

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the company president and an AFL international representative serve as spokesmen for their respective teams. The discussion is not limited to the chief spokesman, but goes beyond this point to an open expression of views by team members on both sides. The background of the wage discussion is given along with wage comparisons in the industry. Various bargaining maneuvers and techniques are presented in the dramatization and discussed by the narrator. The importance of preparation, facts, and timing are stressed.

VIII. Supportive Supplemental Materials: A discussion guide is available upon request.

IX. Statement of Relevance, Quality, and Applicability: The film could be useful for those entering into negotiations for the first time, and as material for an introductory course for those with no bargaining table experience.

I. Title: CARL ROGERS CONDUCTS AN ENCOUNTER GROUP

II. Developers/Disseminators: American Personnel and Guidance Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009

III. Description of Media: 16 mm. color, sound film

IV. Time: 70 minutes

V. Costs: Purchase -- $400.00

Rental -- $40.00 per day

Preview -- $10.00

VI. Approximate Time Required to Obtain from the Disseminators: 3 weeks

VII. Description of Purpose and Content: The film demonstrates various phases of the group process. Dr. Rogers narrates the process as it develops. The format is that of an actual encounter group in action at a convention.

VIII. Supportive Supplemental Materials: The film CARL ROGERS ON FACILITATING A GROUP

IX. Statement of Relevance, Quality, and Applicability: This could be used to show a group in action after students have already been introduced to Rogerian theory through reading or through the related film CARL ROGERS ON FACILITATING A GROUP. Due to the length of the film, the instructor might prefer to show only excerpts from this film, perhaps interspersing these with sections of the other film.

I. Title: POLICY NEGOTIATIONS

II. Developer/Disseminator: Learning Activities and Materials Corp.
c/o Frederick L. Goodman
School of Education
University of Michigan
Ann Arbor, Michigan 48104

III. Description of Media: A game kit consisting of variously colored peg boards for each player and a large control board that essentially records the activity of the players with various colored plastic lego (peg) blocks.

IV. Time: Phase I -- 2 1/2 - 3 hours
Phase II -- varies, 1/2 - 1 hour average
Phase III - 2 - 3 hours

V. Costs: Complete purchase price is $50.00. This includes a complete set of rules and all necessary playing boards and pegs. Games are not available for rental or review.

VI. Approximate Time Required to Obtain from the Disseminator: 2 1/2 - 3 weeks

VII. Description of Purpose and Content: The POLICY NEGOTIATIONS game is a game between teachers and a school board, both sides being represented by three players. The school board is made up of a conservative, a suburbanite, and a resident of the inner city, while the teachers' group is composed of a new teacher, an old teacher, and a special teacher. The six players negotiate on some 24 possible issues, ranging from a raise in pay to increased clerical staff to reduced class size. The play of the game actually involves skills in negotiations, persuasion, political influence and projecting the consequences of certain action.

Six players representing the school board and the teachers are seated at tables, each with a small peg board and a varying number of pegs, depending on the player's level of influence. There are four ways in which players can allocate their influence pegs: 1) toward the passage or failure of the issue being considered that round, 2) toward the acquisition of increased prestige through successful consolidation of supporting forces, 3) to affect the agenda or, 4) to choose to store his influence with an external social agency.

There are four (4) external social agencies, the Newspaper, a Civil Rights Agency, Labor Unions, and the Chamber of Commerce.

Phase I involves the mechanics of the game as a playthrough. Phase II is a debriefing and review stage. Phase III begins when the players fully understand the mechanics of the game and the intentions of the designer and are thus ready to re-design the game. The participants thus may re-design a game similar in structure but with the content specific to their situation.

VIII. Supportive Supplemental Materials: None necessary.

IX. Statement of Relevance, Quality, and Applicability: This game has relevancy for instructional programs designed to study policy making activities, the interaction of people in policy development, and the implications of certain decisions that a group may make. Also, the play involves goal clarification and demonstrates ways in which communication between individuals and groups can be achieved. The potential for instructional activities in educational administration programs appears significant.

Furthermore, this game is a process, and after experiencing the play participants can later examine the processes involved and proceed to re-design the game. This is a significant aspect of the game in that it requires the players to analyze their organization and situation and identify key decisions that they have made. The process of re-design greatly facilitates communication between participants since it forces them to clarify their image of the immediate situation.

Initial stages may confuse students, as this game appears complex. However, confusion usually abates as participants actually begin the play. A complete playthrough of the game may require a full day; a morning session for mechanics and initial play, and an afternoon session of a de-briefing and re-design would provide a comprehensive experience with the process.

The instructor should be aware of and willing to accept one important aspect of this game. The game designer has developed a matrix that mandates a set of resulting conditions that follow a particular decision. However, a re-design can reduce particular biases.

I. Title: HUMAN NATURE AND ORGANIZATIONAL REALITIES
(1967) - Chris Argyris

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

Additional Disseminators: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities' A-V departments have prints of this film.)

III. Description of Media: 16mm, color, sound film

IV. Time: 28 minutes

V. Costs: Purchase -- 1 print @ $350.00; 2 prints @ $320.00; 3 prints @ $310.00; 4 prints @ $300.00; 5 or more prints @ $290.00

Rental -- $9.50 (Division of Continuing Education)
50.00 (BNA Films)

Preview -- $15.00 for one title from the "Motivation and Productivity" series

for additional titles: 2 titles, $25.00; 3 titles, $35.00; 4 titles, $45.00; 5 or more titles, $10.00 each.

(No preview date may be requested.)

Total "Motivation and Productivity" series price: $2,400.00

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of purpose and content: Chris Argyris draws from his experience in motivating employees at lower levels of organization to illustrate the redesigning of routine jobs which motivate individuals in the lower levels of an organization. The film also addresses itself to the analysis of the alienated worker and the human tendency to fear change and responsibility. Studies in management decision-making are presented. Additionally, methods of improving executive action are explored through such vehicles as training laboratories or T-group sessions.

VIII. Supportive Supplemental Materials: The BNA film series, "Motivation and Productivity," contains nine films. (This film is one of the nine.)

Drs. Saul Gellerman and Emanuel Kay expand the concepts presented in the "Motivation and Productivity" series in six one-hour cassettes. Specific attention is paid in the cassettes to theory application. Cost: set of six cassettes, $125.00; individual cassettes, $25.00 (available from BNA Films).

IX. Statement of Relevance, Quality, and Applicability: The film would appear to have content relevant to the courses dealing with organizational behavior, organizational theory, theories of motivation, personnel management, human relations, communication, etc. The film would appear to be equally applicable to pre-service and continuing service training needs of administrators. The technical quality of the film is excellent.

I. Title: A CASE OF INSUBORDINATION - 1969

II. Developers/Disseminators: Roundtable Films, Inc.
321 South Beverly Drive
Beverly Hills, California 90212

III. Description of Media: 16mm, black and white or color, sound film

IV. Time: 20 minutes

V. Costs: Purchase -- Black and white: $170.00
Color: $285.00

Rental -- Black and white: $30.00 minimum rental period is one week
Color: $45.00 FOB from Beverly Hills, California

Executive Preview -- Black and white: $7.50 (3 days)
Color: $15.00

VI. Approximate Time Required to Obtain from the Disseminator: Rentals are guaranteed for a specific date, provided Roundtables, Inc., is given two weeks notice.

VII. Description of Purpose and Content: An incident involving possible insubordination is presented as it is perceived by different people on the scene at the time of the incident.

From each of the three subjectively simulated viewpoints, the viewer sees a supervisor request an employee to report to another supervisor to do temporary work. A heated encounter develops between the supervisor and the employee. The scene ends with the employee accusing the supervisor of using physical force and the supervisor accusing the employee of insubordination for refusing to obey a legitimate order.

VIII. Supportive Supplemental Materials:

Discussion Leader's Guide -- covering the use of the film for training in:
1. Grievance Procedure
2. Perception — or all three (combination)
3. Handling Conflict

Each approach to the use of the film includes:
1. Introduction
2. Program Steps
3. Points for Discussion

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IX. Statement of Relevance, Quality, and Applicability: The film format with subjective simulation provides a vehicle for training supervisors and middle managers (management and labor) in grievance and conflict resolution. The film is presented in a way to stimulate maximum participation of viewees.

The film could be useful in training programs and courses which deal with:

1. Grievance Procedure
2. Perception
3. Handling Conflict

Additionally, the film could be a unique training tool to:

1. Instruct supervisors in the handling of grievances.
2. Train department managers in mediating disputes.
3. Train union stewards in case preparation
4. Train labor-relations personnel in case preparation.

Stimulating participation and teaching disciplinary and grievance procedures to labor and management could be yet another application for the film. It can be used also as a series of case studies in perception, communication, and the handling of conflict.

It provides "do's and don'ts" for management and labor regarding orders of work and response to same. The format of this film with its subjective camera simulation provides a vehicle for training supervisors and middle managers in a way that stimulates maximum participation. The realism of each subjective simulation of the incident makes for a training session having a far greater impact than the usual role playing.

I. Title: STALEMATE

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16mm, black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- No cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: After several weeks of unsuccessful bargaining, a federal mediator is called to help resolve the impasse between labor and management in a fictitious metals company. The guidance services of the Federal Mediation and Conciliation Service and the role of the federal mediator are discussed. The first joint mediation session under the mediator's guidance is dramatized with the labor and management teams outlining their positions to the mediator.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized to help the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: This film introduces the process of mediation as an impasse procedure (when used singly) and provides an in-depth study of the negotiation and mediation processes when used with the other films of this series of seven.

I. Title: ARBITRATION AUDIO PROGRAM: DISCIPLINE AND DISCHARGE

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: Audio-cassette consisting of two recorded presentations on side 7A and one presentation on side 7B

IV. Time: 30-60 minutes, depending upon method of utilization.

V. Costs: Purchase -- $12.50 per cassette

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content:

Side 7A1 -- G. Allen Dash, Jr., Presentation. The thesis of this brief, but highly substantive program is that the frequent incidence of discipline cases being brought to arbitration is due, in part, to a lack of clarity and consistency in management discipline plans. Mr. Dash suggests five possible faults in this area, and outlines some concrete suggestions for corrective measures.

Side 7A2 -- Ron B. Abernethy Presentation. Byron Abernethy treats the topic of discipline and discharge and attempts to establish philosophies and principles that have emerged from arbitration experience. He details some essential elements that constitute just cause for imposing discipline or discharge in the realm of modern industry.

Side 7B -- Joseph F. Wildebush Presentation. Joseph Wildebush in this talk is principally concerned with factual and interpersonal variables that differentiate discipline cases from each other. Basic factors that an arbitrator must take into account in all discipline and discharge cases are discussed in depth, as well as the purpose of discipline and the grounds for discharge.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This cassette is likely to be of greater value in more advanced educational administration courses dealing with collective negotiations than introductory courses. It could also prove useful for individual study by students wishing to concentrate on this subject area of collective negotiations.

I. Title: ARBITRATION AUDIO PROGRAM: SENIORITY AND ABILITY

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: Audio Cassette consisting of one recorded presentation on side 5A and two presentations on side 5B.

IV. Time: 30-60 minutes, depending upon method of utilization

V. Costs: Purchase -- $12.50 per cassette

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content:

Side 5A -- Lloyd B. Bailer Presentation. Lloyd Bailer discusses the bases for promoting or failing to promote an employee from the viewpoint of management vs. that of union. Also discussed are some of the problems relating to job ratings, layoffs, recall, bumping, and new problems regarding the rights of female employees. The tape provides the listener with a thorough and broadly-based evaluation of the factors that determine employee seniority and ability.

Side 5B1 -- Eric J. Schmertz Presentation. Mr. Schmertz covers the three general types of seniority and ability clauses that are found in labor-management contracts and discusses the relative merit of each of the arbitrators. Particular emphasis is given to the need for clear contractual provisions, in language that spells out the issues and permits reasonably objective interpretation.

Side 5B2 -- Gerald A. Barrett Presentation. The question of seniority frequently arises in connection with recall, layoff, and transfer, as well as in the area of promotion. In addition, the Civil Rights Act of 1964 opened additional problem areas for management and labor, and hence for arbitrators. The basic seniority issue, however, is still the senior qualification for promotion or the lack of such qualification. Mr. Barrett illustrates his points with case examples that clarify the problems arbitrators face in this area and suggests possible approaches to their solution.

VIII. Supportive Supplemental Materials: none

IX. Statement of Relevance, Quality, and Applicability: With the increased personnel lay-off in education due to public school financial crises, the seniority vs. ability question in contracts has become crucial. This tape provides an excellent background on this contract clause area and should be of help to those specializing in collective negotiations. The presentation should also be very useful for chief negotiator and/or those desiring to become a chief negotiator for management or the union. It is extremely valuable for advanced preparation courses in collective negotiations.

I. Title: ARBITRATION AUDIO PROGRAM: "ARBITRATION OF JOB EVALUATION CASES" "ARBITRATION OF WAGE INCENTIVE CASES" S. Herbert Unterberger

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: audio-cassette recording
Side 2A - "Arbitration of Job Evaluation Cases"
Side 2B - "Arbitration of Wage Incentive Cases"

IV. Time: 30 - 60 minutes depending upon method of utilization

V. Costs: Purchase: $12.50 per cassette

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: This audio adaption (Side 2A) of an article by S. Herbert Unterberger (a member of the American Arbitration Association's National Panel of Arbitrators Specializing as Permanent Impartial Umpire for wage incentive and job evaluation cases) analyzes the differences and similarities between arbitration in general and arbitration of job evaluation cases in particular. Technical aspects of these differences are emphasized and stress is laid on the fact that both parties as well as the arbitrator in a job evaluation case should concentrate on clarifying any obscure points at issue and make certain that all obscurity is eliminated from the final decision. Presented is: the typical case; the basis of the decision; qualifications of job evaluation arbitrators; and more complex cases.

Side 2B by S. Herbert Unterberger is a general survey of the problems arbitrators encounter in wage incentive cases followed by a detailed illustrative case. Included is a discussion of the factors determining the arbitrator's decision, as well as consideration of the qualifications that should be weighed when wage incentive arbitrators are selected.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: With increasing accountability in education and renewed stress on personnel evaluation with the potential for job evaluation arbitration cases, this cassette (Side 2A) is contemporary and most appropriate.

Side 2B on wage incentive cases may not be quite as appropriate for education as Side 2A.

I. Title: ARBITRATION AUDIO PROGRAM: "ARBITRABILITY" Morris L. Myers
"MANAGEMENT RIGHTS" Benjamin H. Wolf
"MANAGEMENT RIGHTS" Edgar Allen Jones

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: audio-cassette recording
Side 4A - "Arbitrability"
Side 4B - "Management Rights"

IV. Time: 30 - 60 minutes depending upon method of utilization

V. Costs: Purchase: $12.50 per cassette

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content:

Side 4A by Morris L. Myers - The focus of this program is on procedural versus substantive arbitrability. In the procedural area, the arbitrator can determine arbitrability, based on the issues that are deemed arbitrable in the collective bargaining agreement, and on its provisions regarding the appointment of arbitrators. Substantive arbitrability puts the determination into the hands of the court. Mr. Myers devotes the major portion of his talk to an in-depth discussion and evaluation of recent court cases and decisions in this area.

Side 4B1 by Benjamin H. Wolf - Before the existence of labor unions, the "Management Rights" concept was unknown, because the rights of management to do whatever it wished had never been questioned. Mr. Wolf puts the concept into historical perspective and then relates it to specific areas covered by agreements between management and labor, in the sphere of present-day industry. An applicable case is described and thoroughly discussed.

Side 4B2 by Edgar Allen Jones - How does the concept of "Management Rights" fit into the scheme of collective bargaining? Among arbitrators, it's accepted that management is responsible for running its operation. But the theory of management's "implied obligations" has been emphasized by organized labor, and imposes restrictions on the rights of management. Mr. Jones stresses the practical aspects of management rights, which do not always run in tandem with the conceptual aspects.

To increase the listener's understanding of what to do in particular situations that arise between management and labor in this area, actual case illustrations are used.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This audio-cassette would be most appropriate for advanced courses in collective negotiations in educational administration and for those specializing in this field.

I. Title: ARBITRATION AUDIO PROGRAM: "ARBITRABILITY" James V. Altieri
"ARBITRABILITY" Carl A. Warns, Jr.

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: audio-cassette recording
Side 3A - James U. Altieri (attorney, arbitrator, formerly with U.S. Department of Labor and NLRB)
Side 3B - Carl A. Warns, Jr. (attorney, professor of Law, permanent arbitrator, and author)

IV. Time: 30 - 6- minutes depending upon method of utilization

V. Costs: Purchase -- $12.50

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content:

Side 3A (Altieri) - The substantive content of this tape is an analysis of "Arbitrability," in its varying interpretations with emphasis on the broad, continuing type of arbitration agreement, which provides that all disputes of a given kind, arising during the term of the agreement, will be submitted to arbitration. Specific case examples provide the listener with precedents that have been set and general background in the area of arbitrability.

Side 3B (Warns, Jr.) - The passage of the Taft-Hartley Act in 1947, and in particular section 301 of that legislation are the jumping-off points for the discussions of arbitrability on this tape. When the parties to an agreement face an issue that requires arbitration and the matter of its "Arbitrability" is taken to court, what is the court's responsibility in rendering a decision? This program points up the limitations to which the court is subject when it renders a judment in cases of this type, and points out the areas in which a court decision is binding upon the parties to an arbitration agreement. Legal precedents are cited to explain and clarify the view points expressed.

VIII. Supportive Supplemental Materials: none known to exist

IX. Statement of Relevance, Quality, and Applicability: This audio-cassette would be appropriate for advanced courses in negotiations and very appropriate for such courses as "The Law and Collective Negotiations" or the "Progress of Impasse in Collective Negotiations."

I. Title: BEGINNINGS OF CONFLICT

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- No cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: A preview is presented of an upcoming labor-management contract dispute in a fictitious metals company, with an outline of the issues of conflict to be addressed in the bargaining sessions. These early talks cover such issues as automation replacing workers, retention of senior workers who have not updated their skills, sub-contracting work to other firms, and the discussion of wage differences. Labor and management are seen in simulated negotiating sessions before the involvement of a mediator.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized to help the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: This particular film servies as an introduction to negotiations at the table (when used singly) and provides an in-depth study of the negotiation and mediation processes when used with the other films in the series of seven.

I. Title: THE FOLLOW-THROUGH

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- No cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: The labor-management contract is viewed as a living document which is a part of the daily working activities of labor and management. The mediator's job does not end with settlement at the bargaining table. He continues to advise the union and the company on existing problems, and acts as a consultant in attempts to arrest problems before they lead to negotiations.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized in helping the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: When used with the other seven films in the series, this film can provide an in-depth study of bargaining and mediation process.

I. Title: THE CRISIS BRIDGED

II. Developer/Disseminator: NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

III. Description of Media: 16 mm., black and white, sound film

IV. Time: 29 minutes

V. Costs: Purchase -- $150.00

Rental -- $5.90

Preview -- No cost other than return postage

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: Tension mounts as labor and management factions of a metals company feel the pressure of an approaching contract deadline. The mediator pushes for relief from the deadline in separate sessions. On the last day before contract expiration the union officials make concessions to avoid a break in negotiations and ask their membership to approve an extension of the deadline. The mediator brings both sides together and they return to their respective members for consultation on whether to continue talks. The deadline is extended on a day-to-day basis, relieving some of the pressure in the crisis.

VIII. Supportive Supplemental Materials: This film is one of seven from the "Mediation: Catalyst to Collective Bargaining" series.

This series of seven films explains in detail the steps involved in the collective bargaining process when mediation is utilized to help the parties reach a settlement. Although the seven films are designed for an in-depth study of bargaining and mediation when shown in series, a few may be viewed out of series with value.

IX. Statement of Relevance, Quality, and Applicability: When used with the other seven films in the series, this film can provide an in-depth study of bargaining and mediation process.

I. Title: ARBITRATION IN ACTION, 1957

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: 16 mm., sound, black and white film

IV. Time: 60 minutes for film plus discussion time and balloting time for audience award

V. Costs: Purchase: $125.00

Rental: $25.00

VI. Approximate Time Required to Obtain from Disseminator:

For Rental: Varies according to availability. Indicate a preferred date for showing. When adequate notice is given, the association guarantees delivery in time for scheduled presentation.

For Purchase: Generally, the association has an adequate supply of films on hand for filling orders on a two-week notice.

VII. Description of Purpose and Content: This film was first presented on June 24, 1957 over WGBH-TV, Boston. A special grant of funds to the American Arbitration Association by the Lincoln and Therese Filene foundation made possible the simultaneous filming of a kinescope. Also cooperating with the AAA in production of this film were the Harvard University Graduate School of Business Administration and several labor unions and law firms in New England from among whose staffs the cast was assembled.

This film involves the discharge of a truck driver for taking more time on a trip than management thought was justified. Also involved is the employee's general absenteeism and work record. Although produced in 1957 the film is excellent in portraying the arbitration process including the opening statements, union and management's testimony, summarization by both parties, and the arbitrator's concluding remarks. The arbitrator's award is not included in the film presentation but is included in the discussion leader's manual for utilization as he sees fit. The arbitrator in his concluding statements cautions the audience to consider four points in arriving at their award decisions: (1) What is the issue? (2) What is the cause of discharge? (3) What are the facts regarding guilt? and (4) Was the penalty of discharge proper punishment?

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VIII. Supportive Supplemental Materials: Synopsis of the case, the arbitrator's award, and a ballot form for an audience vote on an award are provided the discussion leader. In addition, a list of 20 questions "on the film" and 20 questions on "arbitration in general" are provided the discussion leader.

IX. Statement of Relevance, Quality, and Applicability:

A. The discussion leader should:
(1) preview the film
(2) read the accompanying synopsis, arbitrator's award, and ballot form for audience award
(3) prepare appropriate questions for discussion (sample questions included in manual)

B. Introducing film should include:
(1) title and producer
(2) reasons for showing
(3) the fact that a discussion period will follow and that the audience will be polled for their award.

C. Conducting the discussion:
(1) If discussion leader prefers, the audience might be polled on its award immediately after the showing and again after the discussion. In this manner it can be determined to what extent, if any, the exchange and views altered first impressions.
(2) A more useful discussion will occur if the group is not prejudiced by the thinking of the arbitrator. So reserve the decision until later in the discussion.
(3) Extent of discussion depends on needs of group and time available, therefore, discussion leader should outline material he can use in period of training time he has at his disposal.

D. Discussion leader might prepare for audience copies of:
(1) Original demand and statement of issue as agreed to by the parties
(2) The discharge slip
(3) Audience alternative award (ballot form)
(4) Arbitrator's award

E. Discussion leader could delay award until next session, requesting participants (viewers) to write up their own awards and opinions for presentation and discussion.

I. Title: COLLECTIVE AGREEMENTS - QUEBEC, CANADA

II. Developer/Disseminator: Laboratoire de Recherche Sur Les Conventions Collectives
Department des Relations Industrielles
Universite Laval
Quebec 10, Canada

Contact Person: Jean Bernier, Professor

III. Description of Media: Micro-film (Mira-code)
Kodak-Mira-code equipment needed

IV. Time: Flexible

V. Costs: Purchase: $8 per cassette

VI. Approximate Time Required to Obtain from the Disseminator: Two-three weeks

VII. Description of Purpose and Content: This is a complete collection of all collective agreements (1968-present) in force in The Province of Quebec classified under different variables such as industry, union, type of bargaining unit, employer (single or multi), number of employees covered, duration, and region. The Mira-code system permits a fast and easy access to the text of any agreement.

VIII. Supportive Supplemental Materials: None

IX. Statement of Relevance, Quality and Applicability: This microfilm could provide opportunities for analysis of collective agreements for research purposes as well as for instruction.

I. Title: PUBLIC EMPLOYEE'S BARGAINING SESSION

II. Developer/Disseminator: Management Education Department
University Extension Division
Rutgers University
New Brunswick, New Jersey 08903

Contact Person: John J. Pearce, Jr.

III. Description of Media: Audio-cassette tape

IV. Time: 50 minutes

V. Costs: Purchase: $5

Rental: No charge

Preview: No charge

VI. Approximate Time Required to Obtain from the Disseminator: At least two weeks

VII. Description of Purpose and Content: This cassette is a mock bargaining session between a municipal attorney and a municipal worker, plus the attorney for the union. The purpose of the tape is to stimulate and pinpoint some bargaining arguments and how they are presented by both sides in bargaining disputes.

VIII. Supportive Supplemental Materials: None

IX. Statement of Relevance, Quality and Applicability: This audio-cassette would seem applicable in any area of labor bargaining training but geared mainly toward union leadership, municipal officials, and municipal attorneys.

I. Title: STRIKE IN TOWN - 1955

II. Developer: National Film Board of Canada
Suite 819
680 Fifth Avenue
New York, New York 10019

Disseminator: Contemporary/McGraw-Hill Films
330 West 42nd Street
New York, New York 10036

III. Description of Media: 16 mm., sound, black and white film

IV. Time: 35 minutes

V. Costs: Purchase -- $258.00

Rental -- $16.00

VI. Approximate Time Required to Obtain from the Disseminator: Rental rates are for one day's use, and include allowance for transportation time; they do not, however, include applicable transportation and insurance charges. Two week's notice with preferred date is recommended.

VII. Description of Purpose and Content: This dramatization covers the events leading up to a strike vote by workers in a small Canadian furniture company. The story portrays at the negotiating table and behind the scenes sequences from the onset of negotiations to a last minute settlement some months later. Management and labor perspectives are portrayed as well as possible effects of the threatened strike upon the company, the workers and the town. A last minute compromise in the mayor's office averts the strike and results in an agreement. Awarded the American Film Festival Award in 1955.

VIII. Supportive Supplemental Materials: None

IX. Statement of Relevance, Quality and Applicability: The film could be used in basic courses in bargaining and other contexts in which an illustration of the effects of strikes is desired.

I. Title: THE GRIEVANCE - 1955

II. Developer: National Film Board of Canada
Suite 819
680 Fifth Avenue
New York, New York 10019

Disseminator:

(Purchase and Rental) --

Contemporary/McGraw Films
Text Film Division, McGraw Hill, Inc.
330 W. 42nd Street
New York, New York 10036

(Rental Only) --

(1) Brigham Young University
Dept. of Audio-Visual Communication
Attention: Booking Clerk
Provo, Utah 84601

(2) Canadian Film Institute
1762 Carling
Ottawa, Ontario, Canada
(for residents of Canada)

(3) New York University Film Library
26 Washington Place
New York, New York 10003

(4) University of Iowa
Audio-Visual Center
Division of Extension
& University Services
Iowa City, Iowa 52240

(5) University of Michigan
Audio-Visual Education Center
Frieze Building
Ann Arbor, Michigan 48103

III. Description of Media: 16 mm., color, sound film

IV. Time: 32 minutes

V. Costs: Purchase: McGraw-Hill -- $210.00

Rental: McGraw-Hill -- $14.00

Preview: not known

VI. Approximate Time Required to Obtain from the Disseminator: not known

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VII. Description of Purpose and Content: This film portrays the history of a grievance in an automobile plant from the initial incident, the grievance procedure, to arbitration. The grievance has its origin in an employee's refusal to work on a hot truck body and the subsequent disciplinary action taken by management. The importance of facts and written records is stressed as the grievance moves through the four steps of the grievance procedure. The cross-examination of witnesses and the parties summations are briefly portrayed in the arbitration hearing. After the formal hearing and an on-the-scene visit by the arbitrator, a decision is rendered.

VIII. Supportive Supplemental Materials: none

IX. Statement of Relevance, Quality, and Applicability: This film could help develop a basic understanding of the grievance procedure and the importance of recorded facts and records in building a case.

I. Title: THE STRUCTURE OF UNIONS

II. Developer: National Film Board of Canada
Suite 819
680 Fifth Avenue
New York, New York 10019

Disseminator: Contemporary/McGraw-Hill Films
Test Film Division, McGraw Hill, Inc.
330 W. 42nd Street
New York, New York 10036

III. Description of Media: 16 mm. color, sound film

IV. Time: 10 minutes, 50 seconds

V. Costs: Purchase: National Film Board of Canada ($135.00)

Rental: Contemporary/McGraw-Hill Films ($12.50)

VI. Approximate time required to Obtain from the Disseminator:

Rental rates are for one day's use, and include allowance for transportation time; they do not, however, include applicable transportation and insurance charges. Two weeks notice with preferred date is recommended on requests for the film.

VII. Description of Purpose and Content: This is a cartoon film which examines the organization of labor unions today. While the narrator in all seriousness outlines the structure of a union and the larger bodies to which it is affiliated, the cartoonist ad libs his own views with gay abandon. Examples are given to illustrate the functioning of a union at its various levels, from union local to national body to labor congress.

VIII. Supportive Supplementary Materials: None known

IX. Statement of Relevance, Quality and Applicability: This film is an excellent one to provide a short introduction to collective bargaining and unionism in the United States and could be useful in introductory courses on unionism or as an introduction to the general topic.

I. Title: A WHISPER OF DISSENT - COLLECTIVE NEGOTIATIONS IN EDUCATION (narrated by Chet Huntley)

II. Developer/Disseminator: Institute for Development of Educational Activities, Inc. (IDEA)
Post Office Box 628
Far Hills Branch
Dayton, Ohio 45419
(305) 723-0211

III. Description of Media: 16 mm, color sound film (1000 foot reel)

IV. Time: 30 minutes - Plus discussion time

V. Costs: Purchase -- $275.00

Rental -- $15.00 for a three-day viewing

VI. Approximate Time Required to Obtain from the Disseminator: This film may be purchased with immediate delivery. Rental requests should include at least two alternative viewing dates, 30 days apart, and should be made at least three weeks in advance of first date. Extended rental periods may be arranged at special rates. The charge for this service is 10% per day of the regular rental fee. Rental copies are shipped library rate. If three-week notice is not feasible, call film distribution office (305) 723-0211 regarding immediate shipment.

VII. Description of Purpose and Content: The film briefly traces some of the background leading up to the present militancy on the part of teachers and analyzes a hypothetical strike situation in some detail. Every effort is made to present the perspective of teachers, administrators, board members, and the community through interviews with individuals representing each of these groups. An explosive board meeting is enacted wherein various views on the new teacher militancy are espoused.

Moving from the hypothetical school district with the strike threat, Mr. Chet Huntley, the narrator, interviews national figures representing teachers and administrators for the purpose of airing their philosophies relative to teacher collective bargaining and militancy.

The narrator takes no sides in the debate and presents an honest and unbiased report.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: The film would be of greatest value in presenting both sides of a difficult issue to the citizenry. It is suggested that the viewing audience be given an opportunity to express their reactions to the issues presented in the film, as it was produced as a discussion provoker.

I. Title: LET'S ARBITRATE: SENIORITY VS. ABILITY (1961)

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: 16 mm, black and white, sound film (1200 foot reel)

IV. Time: 35 minutes -- plus discussion time and balloting time for audience award

V. Costs: Purchase $110.00

Rental $20.00

VI. Approximate Time Required to Obtain from the Disseminator:

For rental -- Time varies according to availability. On requests indicate a preferred date for showing. When adequate notice is given, the association guarantees delivery in time for scheduled presentation.

For purchase -- Generally, the association has an adequate supply of films on hand for filling orders on a two week's notice.

VII. Description of Purpose and Content: This film was designed for company and union representatives in the private sector and is also suitable for acquainting general audiences with the methods labor and management use to resolve disputes.

The film portrays the arbitration process of a private sector grievance which arose after a senior employee was by-passed for promotion in favor of a junior employee. As the senior employee had occasionally performed the job before and the job itself required no skill, he believed his contractual rights were violated. The company admits there is no question of the senior employee's ability to perform the job. Because of a chronic illness at home, and other less excusable reasons, the grievant has an excessive absenteeism and lateness record. The company is not disposed to discipline the grievant for this reason, but maintains that the job in question is such that both the company and other employees would suffer losses because of irregular attendance at work. The film includes the following aspects of the arbitration process: (1) the opening statements, (2) union and management's testimonies, (3) summarization by both parties, and (4) the arbitrator's concluding remarks. The arbitrator's award and opinion is not included in the film presentation, but is included in the discussion Leader's manual for utilization as he sees fit.

VIII. Supportive Supplemental Materials: A synopsis of the case, the arbitrator's award, a ballot form for an audience vote on an award, a list of 20 questions "on the film" and 20 questions on "arbitration in general" are provided the discussion leader.

IX. Statement of Relevance, Quality, and Applicability: Since seniority vs. ability is becoming increasingly more important in the "accountability emphasis" in education, this private sector training film is most appropriate for the field of education as to the arbitration process and the subject matter.

A. The discussion leader should:
   1. Preview the film
   2. Read the accompanying synopsis and arbitrator's award opinion
   3. Prepare appropriate questions for discussion (note questions in manual)
   4. Introduce the film with titles and producer, indicate the reasons for showing the film, and announce that a discussion period will follow during which the audience will be polled for their award

B. Conducting the discussion
   1. If the discussion leader prefers, the audience might be polled on its award immediately after the showing and again after the discussion. In this manner it can be determined to what extent, if any, the exchange of views altered first impressions.
   2. A more useful discussion will occur if the group is not prejudiced by thinking of the arbitrator's decision until later in the discussion.

C. Discussion leader could delay award until next session, requesting participants (viewers) to write up their own awards and opinions for presentation and discussion.

I. Title: THE DRAMA COACH GRIEVANCE: AN ARBITRATION OF A TYPICAL TEACHER DISPUTE

II. Developer/Disseminator: American Arbitration Association
Education Department
140 West 51st Street
New York, New York 10020

III. Description of Media: 16 mm, sound film

IV. Time: 20 minutes for film presentation, with additional balloting time for audience award needed.

V. Costs: Purchase -- $75.00 to American Arbitration Asso. members
100.00 to non-members

Rental -- $20.00 per day of showing for American Arbitration Asso. members
25.00 per day of showing for non-members

VI. Approximate Time Required to Obtain from the Disseminator:

For rental -- Indicate a preferred date for showing. When adequate notice is given (at least 2 weeks), the Association guarantees delivery in time for scheduled presentation.

For purchase -- The Association generally has an adequate supply of films on hand for filling orders on a two week's notice.

VII. Description of Purpose and Content: Adapted from the files of the American Arbitration Association, this film deals with the arbitration of a grievance of a high school teacher who was denied a promotion to chairman of the English Department because, according to the superintendent of schools, her work with a church youth group caused community resentment that jeopardized a pending school bond issue.

The case includes opening statements by union and management, testimony by the grievant, superintendent of schools, the teacher organization representative, and Board of Education attorney. This is followed by summarization of both parties and the arbitrators concluding remarks, who asks the audience how they would decide on the basis of the arguments and evidence. The question the audience and arbitrator must rule on is whether the superintendent of schools satisfied the contractual requirements that he act without discrimination to meet the needs of the school system and to serve the interests of the students. The arbitrator's award is not included in the film presentation, but is included in the Discussion Leader's Guide.

VIII. Supportive Supplemental Materials: Synopsis of the case, the arbitrator's award, the ballot form for an audience vote on an award, and discussion questions are provided in the Discussion Leader's Guide, which accompanies the film.

IX. Statement of Relevance, Quality, and Applicability: The discussion leader for the film could prepare by a:

1. Preview of the film
2. Reading the accompanying synopsis and arbitrator's award and opinion
3. Preparing appropriate questions for discussion (suggested questions are found found in the Leader's Guide)
4. Introducing the film with titles and producer, reasons for viewing, and announcing that a discussion period will follow during which the audience will be polled for their award.

It is recommended that the arbitrator's award not be announced until after the discussion and audience balloting on the award.

I. Title: THE STATE OF THE UNIONS (1966) narrated by Charles Kuralt

II. Developer: Columbia Broadcasting System

Disseminator: Carousel Films, Inc.
Suite 1503
1501 Broadway
New York, New York 10036

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 41 minutes

V. Costs: Purchase -- $240.00

Rental (Wisconsin residents may rent the film from University of Wisconsin Extension Division, Bureau of Audio Visual Instructions, Post Office Box 2070, 1312 Johnson Street, Madison, Wisconsin)

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: This film, narrated by Charles Kuralt, portrays the growth of the labor movement in the United States from its beginnings to the present. The increased economic power of the labor movement, the effects of automation on labor, the shift from a basically blue collar to a basically white collar work force, and unions in terms of politics and social problems are discussed in detail. The careers of John L. Lewis and Walter Reuther are briefly portrayed. A report on the organization of migrant farm workers is also given time.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: The film could prove useful in introductory courses on negotiations and/or history of labor relations and labor force. The film also is an effective stimulus for group discussion purposes, specifically, on topics such as: labor movement; shift in power from mangement to labor.

I. Title: EMPLOYER - EMPLOYEE RELATIONS IN THE PUBLIC SECTOR SERIFS:
THE COLLECTIVE BARGAINING PROCESS (1969)

II. Developer/Disseminator: New York School of Industrial & Labor Relations
Cornell University
Ithaca, New York (contact person: Robert Julian)

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 20 minute film
1 1/2 hour session when discussion materials are used

V. Costs: Purchase -- $100.00

Rental -- $10.00

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks notice necessary for rental. State date for showing.

VII. Description of Purpose and Content: This film lecture is designed to acquaint the supervisor and manager with collective bargaining and their relation to the collective bargaining process. Professor Cullen discusses negotiations as a (1) power process and a (2) rational process. The basic goals of negotiations are outlined and discussed in detail: (1) to settle competitive issues, (2) to settle cooperative issues, (3) to establish good relations and respect between the parties, and (4) to maintain face with constituents.

The manager is encouraged to view negotiations with a healthy skepticism and to realize that bargaining is not all muscle, with facts playing an important role.

The importance and advantages of manager and supervisor participation and involvement in negotiations are stressed. To enable supervisors to administrate the contract intelligently, they must be involved in the negotiating process and briefed on the intent of proposed.

VIII. Supportive Supplemental Materials: A Discussion Leader's Instruction Manual is available and includes: General Class Procedure; General Introduction and Instructions; Film Introduction; Discussion Questions; Handouts.

IX. Statement of Relevance, Quality, and Applicability: This film would appear best suited for use in basic courses in the collective bargaining process.

I. Title: BASIC LABOR LAW: A SIX SESSION SELF STUDY COURSE (1972)

II. Developer: Professor Byron Yaffe
Department of Collective Bargaining
Cornell University
Ithaca, New York 14850

Disseminator: Robert R. Julian, Director
Audio-Visual Center
New York State School of Industrial & Labor Relations
Cornell University
Ithaca, New York 14850

III. Description of Media: 3 audio cassette series (2 programs per cassette)

IV. Time: 45 minutes per cassette

V. Costs: Purchase -- $29.95 for 3 cassette series and loose-leaf Study Guide. (prices for individual cassettes on request)

VI. Approximate Time Required to Obtain from theDisseminator: 2 weeks

VII. Description of Purpose and Content: This six program audio cassette series is a review of the federal law governing labor relations in the United States, as follows:

Program #1 - A review of the Wagner Act, later amended by the Taft-Hartley Act, and the Landrum - Griffin Act.

Program #2 - A review of the rights of employees to organize under the National Labor Relations Act.

Program #3 - A review of the procedures established under the National Labor Relations Act for the conduct of elections and the determination of bargaining representatives.

Program #4 - A review of the parties obligation to bargain under the National Labor Relations Act.

Program #5 - A review of the rights of individuals and unions to strike, picket, and boycott.

Program #6 - A review of the methods available to resolve disputes in negotiations, and over contract interpretation, as well as the regulation of internal union affairs.

VIII. Supportive Supplemental Materials: Loose-leaf study guide on Labor Law

IX. Statement of Relevance, Quality, and Applicability: The series would be appropriate for individual study as well as classroom use in Labor Law or introductory courses in collective bargaining and unionism.

I. Title: GRIEVANCE HEARING (1953)

II. Developer Disseminator: Contemporary/McGraw-Hill Films (purchase only)
330 West 42nd Street
New York, New York 10036

Additional Disseminators: University of Colorado
(Rental only)
Bureau of Audio-Visual Instruction
Atten: Booking Clerk
Boulder, Colorado

Roa's Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Syracuse University
Educational Film Library
Collendale Campus D-7
Syracuse, New York 13210

University of Michigan
Audio-Visual Education Center
Frieze Building
Ann Arbor, Michigan 48103

III. Description of Media: 16 mm, black and white, sound film

IV. Time: 15 minutes

V. Costs: Check specific rental source for rental cost

VI. Approximate Time Required to Obtain from the Disseminator: not known

VII. Description of Purpose and Content: This film represents the dramatization of the steps taken in a grievance procedure involving a case based on the dismissal of an employee returning from sick leave. The employee was dismissed due to her failure to renew a leave of absence, which according to the contract was interpreted by management as a resignation. This case study reviews the grievance procedure, and shows how grievance hearings enable representatives of labor and management to arrive at compromises in settling disputes between supervisors and workers.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: The film introduces basic negotiations and the grievance procedure and could prove useful in courses which contain such content.

I. Title: GROUP GUIDANCE

II. Developers/Disseminators: The Lansford Publishing Company
2516 Lansford Avenue
San Jose, California 95125

III. Description of Media: transparencies for overhead projector

IV. Time: Flexible

V. Costs: Purchase --.$49.95 (order set R-105)

VI. Approximate Time Required to Obtain from the Disseminator: shipped by return mail

VII. Description of Purpose and Content: These transparencies deal with the functions and types of groups and with procedures and roles in group discussion. An accompanying booklet contains explanatory material for use by the instructor.

Specific titles of each of the ten transparencies are as follows:

1. What is a Functional Group?
2. Types of Groups
3. Means of Group Norm Control
4. Types of Group Leadership
5. Diffusion of Leadership Responsibility
6. Group Problem-Solving Process
7. Functional Group Roles
8. Sociogram of Group Discussion Participation
9. Contrasting Methods of Group Counseling
10. Functions of the Group Counselor

VIII. Supportive Supplemental Materials: The topic of each transparency is discussed and analyzed very briefly in an accompanying instructor's manual.

IX. Statement of Relevance, Quality, and Applicability: The transparencies could best be used to illustrate an introductory level discussion of group processes. Effectiveness of the presentation would depend upon the degree to which the instructor and class take advantage of the discussion opportunities presented.

I. Title: CARL ROGERS ON FACILITATING A GROUP

II. Developers/Disseminators: American Personnel and Guidance Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009

III. Description of Media: 16 mm., color, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $250.00

Rental -- $25.00 per day

Preview -- $10.00

VI. Approximate Time Required to Obtain from the Disseminator: approx. 3 weeks

VII. Description of Purpose and Content: Dr. Rogers outlines the factors he thinks most important in facilitating a group in a filmed lecture to a group of public school guidance personnel. Dr. Rogers suggests the techniques that he has found helpful and lists some alternative methods that he himself does not use but that others have found useful.

VIII. Supportive Supplemental Materials: The film CARL ROGERS CONDUCTS AN ENCOUNTER GROUP also distributed by A.P.G.A.

IX. Statement of Relevance, Quality and Applicability: This film could introduce graduate students to the Rogerian approach to group facilitation. It could be followed by excerpts from the CARL ROGERS CONDUCTS AN ENCOUNTER GROUP film which illustrates some of the points Dr. Rogers makes in this film. By using two projectors, it would be possible to stop this film at certain points and provide immediate illustration from the other film.

I. Title: OUR INVISIBLE COMMITTEES

II. Developer: National Training Laboratories
in Group Developments
1201 16th Street, N. W.
Washington, D. C. 20036

Disseminators: NEA Audio Visual Studio
1201 16th Street, N. W.
Washington, D. C. 20036

The NYU Film Library
26 Washington Place
New York, New York 10003
(212) 598-2250

III. Description of Media: 16mm, black and white, sound film

IV. Time: 25 minutes

V. Costs: Rental -- $9.50 per day (NYU Film Library)
7.00 for three days (NEA Audio Visual Studio)

Preview -- $7.00 (NEA Audio Visual Studio)

VI. Approximate Time Required to Obtain from the Disseminator: 3 1/2 months - NEA Audio Visual Studio; 10 days - NYU Film Library

VII. Description of Purpose and Content: This film presents and explores the point of view that one of the most important obstacles to group thought and decision making is the conflict of social pressures which operate within individuals during a meeting. The presentation is in the form of a case study of a "typical" group made up of representatives from various community organizations, which is holding its initial meeting. In the first part we observe that little is accomplished. Then, by means of animated diagrams, it is suggested that the individuals are having difficulty because of the conflicting social pressures which are acting within them. Finally, a fantasy is portrayed showing what some of these conflicting forces are and how they operate during the meeting.

VIII. Supportive Supplemental Materials: A discussion guide is included with the film

IX. Statement of Relevance, Quality, and Applicability: The film is intended for persons concerned with problems of group problem-solving and decision-making. Some background in group dynamics on the part of viewers would be helpful, but not essential. It is for use in workshop settings where follow-up activities such as role playing could be utilized.

I. Title: PERT - MILESTONE SYSTEM - PERT INTRODUCTION

II. Developer: United States Navy

Disseminator: National Audiovisual Center
Washington, D. C. 20409

order no. MN 9704A

III. Description of Media: 16 mm. color, sound film

IV. Time: 27 minutes

V. Costs: Purchase -- $91.25

Rental --

Preview -- may borrow upon request

VI. Approximate Time Required to Obtain from the Disseminator:

usually less than 30 days, but may require as much as 60 days

VII. Description of Purpose and Content: Brings management and operating levels together for the planning and execution of complex research and development projects. Specifically, the PERT systems approach is demonstrated.

VIII. Supportive Supplemental Materials: Selected materials under the title PERT have been produced and distributed by the American Management Association.

IX. Statement of Relevance, Quality, and Applicability: In spite of this film being designed for military personnel it has some strengths for those responsible for preparing school administrators to consider. The management system described is rather complicated but contains important basic principles such as planning, cooperation in meeting objectives, and reporting procedures. The management system is not related to the areas of curriculum and instruction.

I. Title: WORKSHOP: A DYNAMIC SIMULATED TRAINING PROGRAM

II. Developers/Disseminators: William J. Wasmuth & Associates
Rehabilitation Research and Training Project
at N. Y. School of Industrial and Labor Relations
Cornell University
Ithaca, New York 14850

III. Description of Media: Player's Manual, playing board, umpire's manual, packet of "in-basket" decision materials

IV. Time: 5 days for total exercise in current format. Shorter modules are possible.

V. Costs: Contract for the Workshop may be negotiated with William J. Wasmuth

VI. Approximate Time Required to Obtain from the Disseminator: Presently available only as contracted package by developer. A modularized version for professors' use is under development.

VII. Description of Purpose and Content: WORKSHOP is a training program for management personnel of rehabilitation workshops. It simulates the operations of a moderate-sized facility with formidable growing pains.

Teams of five players take over management of a simulated sheltered workshop. The simulation emphasizes the interplay of rehabilitation and administration components during a simulated year of operation. The seven critical decision variables are: admissions, subcontracting, placement, staffing, financing and development of cost data, community relations, and relations with boards of directors. Each team is rated on its consistency in relating sound strategy to its defined objectives.

The history of the fictional Allen County Workshop is outlined in a 38-page player's manual. Workshop staff must respond to twelve monthly packets containing a variety of situations based on data of real-world organizational, financial, staffing, and client situations gathered through questionnaires and field studies of 123 shops. The playing board is used as a visual aid which depicts the areas of the workshop's program and the flow of its clients.

Each team communicates its decisions in writing to a coordinator who, representing the outside environment, utilizes a 30-page umpire's manual and a packet of "in-basket" decision materials.

VIII. Supportive Supplemental Materials: CRISIS is a simulation for health care and hospital administrators of an Urban Community Hospital.

DIRECTION is a modification of WORKSHOP, for members of the boards of directors of rehabilitation facilities and sheltered workshops.

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These additional simulations could be reinforcing for WORKSHOP.

IX. Statement of Relevance, Quality, and Applicability: Although designed for training of executive directors of community or privately operated sheltered workshops, a high degree of generalizability is seen to other management training areas, particularly in terms of emphasis on business management aspects. Some familiarity with programs of rehabilitation of the disabled would be desirable at entry level. No particular sophistication in administration is required. This simulation would be most appropriate as an early component of Special Education Administration programs.

I. Title: WHAT CAN I CONTRIBUTE (1968) Peter F. Drucker

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
Gill Coliseum 133
Corvallis, Oregon 97331

Additional Disseminators: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 22 minutes

V. Costs: Purchase -- 1 print, $350.00; 2 prints, @ $340.00; 3 prints, @ $330.00; 4 prints, @ $320.00; 5 or more prints, @ $310.00

Rental -- $7.75 (Division of Continuing Education)
50.00 (BNA Films)

Preview Fee: $15.00 per film (no date for preview can be requested)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Peter Drucker plays his accustomed role as management consultant to the mythical Hudson-Lansing Corporation to show that an organization is really a group of specialists working together as a team. Each member has a unique contribution to make, but he must focus his contributions where it will do the most good.

VIII. Supportive Supplemental Materials: The BNA film series, "The Effective Executive," by Drucker contains five films (this film is one of the five).

IX. Statement of Relevance, Quality, and Applicability: The film could be relevant as content in courses dealing with human relations and personnel management, deligation of authority and staff utilization. The film has good direction and technical quality. It is most applicable to the initial or inservice training needs of administrators.

I. Title: THEORY X AND THEORY Y -- THE WORK OF DOUGLAS MCGREGOR (1969) -Warren Bennis, Richard Beckard, and John Paul Jones

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

Additional Disseminator: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities A-V Departments have prints of these films)

III. Description of Media: 2 separate 16 mm., sound, color films

IV. Time: 25 minutes

V. Costs: Purchase -- 2 prints (Part I and Part II) $320.00 each; 3 prints @ $310.00; 4 prints @ $300.00; 5 or more prints @ $290.00

Rental -- $9.50 per week (Division of Continuing Education)
50.00 per week (BNA Films)

Preview -- 2 titles, $25.00; 3 titles, $35.00; 4 titles, $45.00; 5 or more titles, $10.00 each

VI. Approximate Time Required to Obtain from the Disseminator:

These films are often heavily booked -- allow one month

VII. Description of Purpose and Content: These two films (each 25 minutes in length) address themselves to the late Dr. Douglas McGregor's theoretical assumptions with regard to management/administration approach toward employee productivity and motivation. Warren Bennis, Richard Beckard, and John Paul Jones, all former colleagues of Douglas McGregor, discuss and illustrate various findings with regard to the assumptions contained in McGregor's theories of management.

Part I, Description of the Theory, provides examples and discussions which compare the two sets of theoretical assumptions. A successful blend of interview, lecture, and actual filmed case study handles the topic effectively.

Part II, Application of Theory, provides the film viewer with the rationale of why a "Theory Y" manager or administrator will be likely to elicit greater productivity from his employees than a manager/administrator who operates under "Theory X" assumptions.

VIII. Supportive Supplemental Materials: This film is one of nine from the "Motivation and Productivity Series" from BNA Films. The nine-film series was coordinated by Saul W. Gellerman, which is a self-contained training program directed by the research and findings of six outstanding figures in behavioral science (Argyris, Gellerman, Herzberg, Likert, McClelland, and McGregor).

IX. Statement of Relevance, Quality, and Applicability: This film, of excellent technical quality, provides excellent organization and balance between interview, lecture, and filmed case study, and would be particularly relevant to courses dealing with personnel management, organizational theory, organizational behavior, etc. The films would appear to be equally useful in the context of pre-service and continuing service training.

I. Title: UNDERSTANDING MOTIVATION -Saul Gellerman

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 28 minutes

V. Costs: Purchase -- $350.00, 1 print; 2 prints, @ $320.00; 3 prints, @ $310.00
4 prints, @ $300.00; 5 or more prints, @ $290.00

total "Motivation and Productivity Series" price: $2400.00

Rental -- $50.00 per week (BNA Films)

Preview -- $15.00 for one title from the "Motivation and Productivity Series"

for additional titles: 2 titles, $25.00; 3 titles, $35.00;
4 titles, $45.00; 5 or more titles, $10.00 each

(No preview date may be requested.)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Saul Gellerman explains the individual needs of workers and how their motivation is a product of the kind of world they think they live in.

VIII. Supportive Supplemental Materials: The BNA film series, "Motivation and Productivity," contains nine specific films. (This film is one of the nine.)

Drs. Saul Gellerman and Emanuel Kay expand the concepts presented in the "Motivation and Productivity Series" in six one-hour cassettes. Specific attention is paid in the cassettes to theory application.-- Cost: set of six cassettes, $125.00, individual cassettes, $25.00 (available from BNA films).

IX. Relevance, Quality, and Applicability: This film would appear applicable for preservice and continuing service training needs. It would appear to address itself to content that would be useful in courses dealing with organizational behavior, personnel management, etc. The quality of the film is technically excellent.

I. Title: MOTIVATION THROUGH JOB ENRICHMENT -Frederick Herzberg

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

Additional Disseminators: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 28 minutes

V. Costs: Purchase -- 1 print, $350.00; 2 prints, @ $320.00; 3 prints, @ $310.00
4 prints, @ $300.00; 5 or more prints, @ $290.00

Rental -- $9.50 per week (Division of Continuing Education)
50.00 per week (BNA Films)

Preview -- $15.00 for one title from "Motivation and Productivity Series"

for additional titles: 2 titles, $25.00; 3 titles, $35.00;
4 titles, $45.00; 5 or more titles, $10.00 each

(No preview date may be requested)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Frederick Herzberg describes his famous "motivation-hygiene," emphasizing that motivation is found only in the job itself and in the opportunity to satisfy the human need for accomplishment. Illustrations of various ways routine jobs can be enriched to provide motivation are presented in the film.

VIII. Supportive Supplemental Materials: This film is one of nine from the "Motivation and Productivity Series" from BNA films. The nine-film series was coordinated by Saul W. Gellerman, which is a self-contained training program directed by the research and findings of six outstanding figures in behavioral science (Argyris, Gellerman, Herzberg, Likert, McClelland, McGregor).

IX. Statement of Relevance, Quality, and Applicability: This film could be relevant content for courses dealing with organizational behavior, personnel management, etc. The film would be judged particularly good for inservice training, although applicable to preservice training. The technical quality of the film is excellent, although possibly the director of the film overused the lecture method.

I. Title: THE CASE METHOD OF INSTRUCTION -- PART I
THE CASE METHOD OF INSTRUCTION -- PART II
THE CASE METHOD OF INSTRUCTION -- PART III

II. Developer: United States Army

Disseminator: National Audio Visual Center
Washington, D. C. 20409

III. Description of Media: 16 mm. black and white sound films

IV. Time: Part I -- 19 minutes
Part II -- 23 minutes
Part III - 19 minutes

V. Costs: Purchase -- Part I $33.75 (order #TF22-2834)
Part II $40.50 (order #TF22-2835)
Part III $33.75 (order #TF22-2836)

Rental -- Preview may borrow on request

VI. Approximate time Required to Obtain from the Disseminator:

usually less than 30 days, but may require as much as 60 days

VII. Description of Purpose and Content: Principles, application, and value of the case method are demonstrated in the three films. The different approaches of two separate instructors are contrasted in Part II and Part III. Not only is the role of the instructor illustrated, but how issues and possible solutions of the case can be brought out of the discussion process. A summary of the information presented is contained in Part III where the value of the case method in training executives and logistics managers is reiterated.

VIII. Supportive Supplemental Materials: Each film, Part I, Part II, and Part III, is supportive of the other two films in the series.

IX. Statement of Relevance, Quality, and Applicability: The objectives of this film series are good in spite of some technical aspects being only fair. For school administrators, the specific content is only fair, but the films have a plus factor in that they exemplify the group process very well. The training benefits for the films will be greater if all three films in the series are used jointly, rather than using the films independently.

I. Title: SIMSOC SIMULATED SOCIETY

II. Developer: William A. Gamson

Disseminator: The Free Press
866 Third Avenue
New York, New York 10022

III. Description of Media: SIMSOC has an Instructor's Manual, which contains forms such as SIMSOC Roster, Investment Record and Calculation Form, and materials such as SIMBUCKS (currency) and travel tickets. The Participant's Manual contains rules for playing SIMSOC, selecting readings, and participant forms such as: the Choice Sheet, the Assignment Sheet, Private Transportation Certificate, Salary and Job Schedule, Industry Security Issue Withdrawal of Assets Form, Police Action Form, JUDCO Decision Form, and Assessment Form and Progress Report.

IV. Time: There are three aspects of the time problem: the length of a single session, the total number of sessions, and the proximity of sessions.

1. Length of a Single Session. SIMSOC can be fitted into two kinds of schedules: (1) the two hour time block in which the last 20 minutes or so are set aside for investment and collection of subsistence tickets, or (2) the one hour class schedule (consisting of 50 minutes of actual class time) in which each class is a half-session. A first-half session has no investment and collection period and a second-half session uses last 15 minutes of class time for these purposes.

2. Number of Sessions. Essentially, one can keep SIMSOC running as long as it seems to be generating rich material for subsequential analysis. Six sessions seem close to the average for a sensible stopping point.

3. Proximity of Sessions. SIMSOC has been run with one session a week, with several per week, and condensed into a two or three day period which excluded all other activities for the players. It seems to be more effective the closer the proximity among sessions.

V. Costs: Approximate cost is $50.00 for Participant's Manual, Instructor's Manual, and forms. Refill kits should be available soon.

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks

VII. Description of Purpose and Content: The game of SIMSOC (Simulated Society) is designed to make social science materials more vivid or "real" for college-level students. It focuses on one of the most central problems of any society; the establishment and maintenance of social order. Students are required to question actively the nature of social order and examine the processes of social

I. Title: STAFFING FOR STRENGTH (1968) Peter F. Drucker

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

Additional Disseminators: Division of Continuing Education
Audio Visual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film.

IV. Time: 30 minutes

V. Costs: Purchase -- $350.00, 1 print; 2 prints, @ $340.00; 3 prints, @ $330.00
4 prints, @ $320.00; 5 or more prints, @ $310.00

Rental -- $9.50 (Division of Continuing Education)
50.00 (BNA Films)

Preview Fee -- $15.00 per film (no date for preview can be requested)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Peter Drucker in his simulated role as consultant to the Hudson-Lansing Corporation indicates that effective executives focus on the positive skills of the subordinates by asking not "what can my subordinate not do?" but by evaluating "what can the subordinate do uncommonly well?"

VIII. Supportive Supplemental Materials: The BNA film series, "The Effective Executive," by Drucker contains five films (this film is one of the five).

IX. Statement of Relevance, Quality, and Applicability: The film could be relevant as content in courses dealing with human relations and personnel management, deligation of authority and staff utilization. The film has good direction and technical quality. It is most applicable to the initial or inservice training needs of administrators.

I. Title: THE MANAGEMENT OF HUMAN ASSETS -Rensis Likert

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities A-V departments have prints of this film.)

III. Description of the Media: 16 mm., color, sound film

IV. Time: 28 minutes

V. Costs: Purchase -- 1 print @ $350.00; 2 prints @ $320.00; 3 prints @ $310.00
4 prints @ $300.00; 5 or more prints @ $290.00

(Total "Motivation and Productivity Series" $2400.00)

Rental -- $50.00 per week

Preview -- $15.00 for one title from the "Motivation and Productivity Series"

for additional titles: 2 titles, $25.00; 3 titles, $35.00;
4 titles, $45.00; 5 or more titles, $10.00 each

(No preview date may be requested)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Rensis Likert brings his understanding of supervision and leadership to bear on the training and direction a company must take to obtain high-producing work groups.

VIII. Supportive Supplemental Materials: The BNA film series, "Motivation and Productivity," contains nine specific films. (This film is one of the nine.)

Drs. Saul Gellerman and Emanuel Kay expand the concepts presented in the "Motivation and Productivity Series" in six one-hour cassettes. Specific attention is paid to theory application. Cost: set of six cassettes; $125.00; individual cassettes, $25.00 (available from BNA Films).

IX. Statement of Relevance, Quality, and Applicability: This film would be useful in educational administration courses dealing with supervision, personnel management, organizational theory, organizational behavior, etc. The technical quality of the film is excellent. Its application to both preservice and continuing service needs is sound.

I. Title: FIRST IMPRESSIONS

II. Developer: United States Navy

Disseminator: National Audiovisual Center
Washington, D. C. 20409

Order no. MN 1374

III. Description of Media: 16 mm. black and white, sound film

IV. Time: 21 minutes

V. Costs: Purchase -- $37.00

Rental --

Preview -- may borrow upon request

VI. Approximate Time Required to Obtain from the Disseminator:

usually less than 30 days, but may require as much as 60 days

VII. Description of Purpose and Content: This film emphasizes the importance of first impressions and demonstrates step-by-step a technique of introducing a new employee to the job.

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: This film has excellent objectives and the curriculum content is worthwhile. By design, the film is effective in promoting learning as specific points are made, illustrated and reinforced as the film ends. All of the principles illustrated, with respect to working with new employees, are pertinent to the preparatory program for school administrators. The possible limitations of the film are of a technical nature and the age. For example, styles of attire provide sharp contrast with those of today.

I. Title: MANAGING TIME (1968) Peter F. Drucker

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

Additional Disseminators: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 21 minutes

V. Costs: Purchase -- $350.00, 1 print; 2 prints, @ $340.00; 3 prints, @ $330.00
4 prints, @ $320.00; 5 or more prints, @ $310.00

Rental -- $7.50 (Division of Continuing Education)
50.00 (BNA Films)

Preview -- $15.00 per film

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Peter Drucker playing the role of a management consultant to the mythical Hudson-Lansing Corporation illustrates many of the points contained in his famous book, The Effective Executive. Specifically, emphasis is placed on executive utilization of a time log, blocks of uninterrupted time, focus upon one specific task until it is completed, and the way executive time is spent when the work day is unplanned. Specifically, Drucker is able to demonstrate why every executive needs to know where his time goes and how to plan more effective use of his time.

VIII. Supportive Supplemental Materials: The BNA film series, "The Effective Executive," by Drucker contains five films (this film is one of the five).

IX. Statement of Relevance, Quality, and Applicability: The film could be relevant as content in courses dealing with human relations and personnel management, deligation of authority and staff utilization. The film has good direction and technical quality. It is most applicable to the initial or inservice training needs of administrators.

I. Title: STRATEGY FOR PRODUCTIVE BEHAVIOR -Saul Gellerman

II. Developer/Disseminator:

BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 20 minutes

V. Costs: Purchase -- $200.00 (total "Motivation and Productivity Series" $2400.00)

Rental -- $30.00 per week (BNA Films)

Preview -- $10.00 (no specific preview date may be requested)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Saul Gellerman in this film prepares the viewer for the significant concepts which are presented in the other films of the "Motivation and Productivity Series." Discussed, is the broad implication of behavioral science for management and administration. Dr. Gellerman frames the major question to which each behavioral scientist in the "Motivation and Productivity Series" offers an answer: "What can management do to motivate people toward greater productivity?"

VIII. Supportive Supplemental Materials: The BNA film series, "Motivation and Productivity," contains nine specific films. (This film is one of the nine.)

Drs. Saul Gellerman and Emanuel Kay expand the concepts presented in the "Motivation and Productivity Series" in six one-hour cassettes. Specific attention is paid in the cassettes to theory application -- cost: set of six cassettes, $125.00, individual cassettes, $25.00 (available from BNA Films).

IX. Statement of Relevance, Quality, and Applicability: This film should be used as an introduction to the other eight films in the "Motivation and Productivity Series." Used alone, the film could introduce students to the contributions possible from the behavioral sciences to the management/administration field, i.e., theory into practice. Technical quality is excellent, which could help create anticipation of other films in the series.

I. Title: MOTIVATION IN PERSPECTIVE -Saul Gellerman

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 20 minutes

V. Costs: Purchase -- $200.00 (total "Motivation and Productivity Series" $2400.00)

Rental -- $30.00

Preview -- $10.00 (No specific date for preview may be requested.)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: Saul Gellerman, in this concluding film of the BNA Films' "Motivation and Productivity Series," summarizes, compares, and contrasts the research and application of behavioral science theory, which has been presented by the other films in the series. Gellerman is able to tie the concepts together to present a unified guide for management and administrative action.

VIII. Supportive Supplemental Materials: The BNA film series, "Motivation and Productivity," contains nine specific films. (This film is one of the nine.)

Drs. Saul Gellerman and Emanuel Kay expand the concepts presented in the "Motivation and Productivity Series" in six one-hour cassettes. Specific attention is paid in the cassettes to theory application. Cost: set of six cassettes; $125.00, individual cassettes, $25.00 (available from BNA Films).

IX. Statement of Relevance, Quality, and Applicability: This film is mainly useful when used in conjunction with other films in the "Motivation and Productivity Series." It does provide synthesis, which is useful in tying behavioral sciences and management (theory to practice). The technical quality of the film is excellent, and it would appear to be equally useful for preservice and inservice training needs.

I. Title: SELF-MOTIVATED ACHIEVER (1967) David C. McClelland

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

Additional Disseminators: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

(A number of universities A-V Departments have prints of this film.)

III. Description of Media: 16 mm., color, sound film

IV. Time: 28 minutes

V. Costs: Purchase -- $350.00, 1 print; 2 prints, @$320.00; 3 prints, @ $310.00; 4 prints, @ $300.00; 5 or more prints, @ $290.00

Rental -- $9.50 per week (Division of Continuing Education)
50.00 per week (BNA Films)

Preview -- $15.00 for one title from the "Motivation and Productivity Series"

for additional titles: 2 titles, $25.00; 3 titles, $35.00; 4 titles, $45.00; 5 or more titles, $10.00 each

(No preview date may be requested)

VI. Approximate Time Required to Obtain from the Disseminator: 2 weeks minimum

VII. Description of Purpose and Content: David McClelland, well-known for his research on the achievement motive, discusses the problems of identifying individuals with a high need for achievement and how to deal with them when they are discovered within an organization.

VIII. Supportive Supplemental Materials: This film is one of nine from the "Motivation and Productivity Series" from BNA films. The nine-film series was coordinated by Saul W. Gellerman, which is a self-contained training program directed by the research and findings of six outstanding figures in behavioral science (Argyris, Gellerman, Herzberg, Likert, McClelland, and McGregor).

IX. Statement of Relevance, Quality, and Applicability: This film, which displays excellent direction and technical quality, would be relevant as content in courses treating personnel management, motivation, and use of human resources. Additionally, the content would be relevant to goal development, discussions of achievement motivation, and evaluation aspects related to achievement. It would be useful and meet the needs of preservice and continuing service training of administrators and managers.

I. Title: PERFORMANCE EVALUATION

II. Developer: United States Air Force

Disseminator: National Audiovisual Center
Washington, D. C. 20409

order no. SFP 673

III. Description of Media: 16 mm. black and white, sound film

IV. Time: 26 minutes

V. Costs: Purchase -- $45.50

Rental --

Preview -- may borrow upon request

VI. Approximate Time Required to Obtain from the Disseminator:

usually less than 30 days but may require as much as 60 days

VII. Description of Purpose and Content: This film teaches supervisors of AF civilian employees the importance of frequent, conscientious, performance discussions with subordinates.

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: This film was judged to have implications for preparing school administrators -- preferably at the Master's degree level. The objectives of the film are clear and the film contains appropriate guidelines for potential supervisors to consider in efforts to maintain high morale among their employees.

I. Title: THE DALLAS FILM

II. Developers/Disseminators: Educational Systems and Designs, Inc.
21 Charles Street
Westport, Connecticut 06880

(203) 226-9561

Contact Person: Dr. Emmett Wallace

III. Description of Media: 16 mm. color, sound film

IV. Time: 30 minutes

V. Costs:

VI. Approximate Time Required to Obtain from Disseminator:

estimate of 1 week to 10 days

VII. Description of Purpose and Content: The film covers interviews with people from all elements of a "big city" school system and records the feelings, plans, and thoughts about that educational system. The people include: (1) the mayor, (2) a local judge, (3) a state representative, (4) the head of a teacher's group, (5) a Black community worker, (6) a Brown Beret (a radical Mexican-American group), (7) a Mexican-American minister, (8) the superintendent of schools, (9) a representative of a Black Community Action Agency, (10) two students. The format of the film consists of interviews, background shots, and narration.

The people interviewed discuss:

1. How they see the educational system performing
2. Is it meeting their needs?
3. How would they change it?
4. What are they doing about changing it?
5. Power, politics, and general community's impact on their educational system
6. Their feelings and thoughts about each other tracing the conflicts and the tensions that exist in that community.

VIII. Supportive Supplemental Materials: Type-written transcripts of the narration of the film are available. The film is part of the instructional materials of a training program for school principals and administrators developed specifically by Educational Systems and Designs, Inc., for 250 elementary and high school prin-

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cipals and administrators of the Dallas Independent School District. The aim of that training program is to sharpen capacities to diagnose change needs and to define appropriate change strategies. Additionally, the training program was designed to help participants deal more effectively with conflict.

IX. Statement of Relevance, Quality, and Applicability: The film could prove useful in a wide variety of curriculum content areas, such as politics of education, including influence networks, delineation of power structure, etc. It could also prove useful in courses which have a need for content dealing with the community, community action, participation, and influence. Additionally, courses dealing with urban education could find the film useful. The film could possibly be most relevant for graduate students in educational administration. Professors might choose to use the film in a variety of ways, such as (1) filmed interruptions for simulation exercises dealing with urban problems, (2) as an introduction to urban systems, (3) for student analysis of communication networks within urban systems, (4) for student analysis of influence networks within urban systems, (5) as a stimulus in exercises for student attempts at conflict resolution.

I. Title: PRINCIPLES OF PAPERWORK MANAGEMENT: BETTER CORRESPONDENCE PRACTICES

II. Developer: United States Navy

Disseminator: National Audiovisual Center
Washington, D. C. 20409

order no. FN 9433-c

III. Description of Media: 16 mm. sound, color film

IV. Time: 11 minutes

V. Costs: Purchase -- $37.25

Rental --

Preview -- May borrow upon request

VI. Approximate Time Required to Obtain from the Disseminator:

usually less than 30 days but may require as much as 60 days

VII. Description of Purpose and Content: This film describes nine ways of saving time and money in correspondence management.

VIII. Supportive Supplemental Materials: None known to be available

IX. Statement of Relevance, Quality, and Applicability: As the title suggests, this film emphasizes principles for strengthening one's correspondence practices. It is oriented to military practices and policies, but is a very sound treatment of the subject. Not only are the objectives clearly stated, but also the film is designed to promote learning without excessive redundancy.

I. Title: CONFRONTING CONFLICT

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities' A-V departments have prints of this film.)

III. Description of Media: 16mm, color, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $395.00 one print; 2 prints @ $385.00; 3 prints @ $375.00
4 prints @ $365.00; 5 or more prints @ $345.00

Total "Effective Organization" series price: $2,070.00

Rental -- $50.00 per week

Preview -- $15.00 per film

VI. Approximate Time Required to Obtain from the Disseminator: allow 1 month

VII. Description of Purpose and Content: An actual team-building demonstration session with Sheldon Davis acting as consultant is presented in the film. In a completely extemporaneous situation, members of an organization, guided by Mr. Davis, "work out" some basic problems by openly discussing hidden resentments and appreciations they have about each other in their work relations.

VIII. Supportive Supplemental Materials: A Leader's Guide accompanies this film from the "Effective Organization" series. This film is one of six films in that series which was coordinated by Dr. Saul W. Gellerman.

Additionally, Dr. Gellerman is developing a series of cassette tapes to accompany and supplement the "Effective Organization" series. Additional information concerning this cassette series may be obtained from BNA Films.

IX. Statement of Relevance, Quality, and Applicability: This film would appear applicable to both pre-service and continuing service needs. The film would be relevant to courses having content which addresses personnel management, motivation, group processes, and organizational behavior. Technical quality of the film is excellent.

I. Title: EFFECTIVE DECISIONS

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities' A-V departments have prints of this film.)

III. Description of Media: 16mm, color, sound film

IV. Time: 22 minutes

V. Costs: Purchase -- $350.00 one print; 2 prints @ $340.00; 3 prints @ $330.00
4 prints @ $320.00; 5 or more prints @ $310.00

Total "The Effective Executive" series price: $1,550.00

Rental -- $50.00 per week

Preview -- $15.00 per film from "The Effective Executive" series
(no preview date may be requested)

VI. Approximate Time Required to Obtain from the Disseminator: allow 1 month

VII. Description of Purpose and Content: Peter Drucker illustrates in the film how effective executives utilize constructive dissent to make sure that each decision is the best choice of alternatives. Illustrated is the fact that the effective executive must find out why people disagree and use both facts and opinion in his decision-making.

VIII. Supportive Supplemental Materials: The BNA film series, "The Effective Executive" contains five specific films (this film is one of the five).

IX. Statement of Relevance, Quality, and Applicability: This film would appear to be relevant to both pre-service and continuing service needs. It would appear useful for courses having content which deals with organizational behavior, personnel management, etc. Technical quality of the film is excellent.

I. Title: HOW TO CONDUCT A DISCUSSION

II. Developer: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852 (also disseminator)

Disseminator: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

III. Description of Media: 16mm, black and white, sound film

IV. Time: 24 minutes

V. Costs: Rental -- $6.50 1-2 days
7.50 3 days
9.00 4-5 days
12.00 2 weeks

VI. Approximate Time Required to Obtain from the Disseminator: allow 1 month

VII. Description of Purpose and Content: This film describes procedures to be followed in conducting a discussion group, problems likely to occur, methods used to overcome these problems, and what can be gained from group discussion.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could be judged useful as an initial introduction to the process of group discussion. The film's technical quality is excellent.

I. Title: TEAM BUILDING

II. Developer/Disseminator:

BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities' A-V departments have prints of this film.)

III. Description of Media: 16mm, color, sound film

IV. Time: 30 minutes

V. Costs: Purchase -- $395.00 one print; 2 prints @ $385.00; 3 prints @ $375.00 4 prints @ $365.00; 5 or more prints @ $345.00

Total "Effective Organization" series price: $2,070.00

Rental -- $50.00 per week

Preview -- $15.00 per film

VI. Approximate Time Required to Obtain from the Disseminator: allow 1 month

VII. Description of Purpose and Content: Sheldon Davis, Vice President and Director of Industrial Relations of Systems Group of TRW, Inc., describes team building as a conscious effort by people in a work-group to improve their effectiveness in working together. Mr. Davis describes how an organization goes about introducing team building. The film dramatizes how initial resistance is overcome.

VIII. Supportive Supplemental Materials: A Leader's Guide accompanies films from the "Effective Organization" series. This film is one of six films in that series which was coordinated by Dr. Saul W. Gellerman.

Additionally, Dr. Gellerman is developing a series of cassette tapes to accompany and supplement the "Effective Organization" series. Additional information concerning this cassette may be obtained from BNA films.

IX. Statement of Relevance, Quality, and Applicability: This film would appear applicable for both pre-service and continuing service needs. The film would appear relevant to courses having content which addresses personnel management, motivation, group processes, and organizational behavior. Technical quality of the film is excellent.

I. Title: BREAKING THE DELEGATION BARRIER

II. Developer: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852 (also disseminator)

Disseminator: Division of Continuing Education
Audiovisual Instruction
Gill Coliseum 133
Corvallis, Oregon 97331

III. Description of Media: 16mm, black and white, sound film

IV. Time: 29 minutes

V. Costs: Rental -- $6.50 1-2 days
7.50 3 days
9.00 4-5 days
12.00 2 weeks

VI. Approximate Time Required to Obtain from the Disseminator: allow 1 month

VII. Description of Purpose and Content: The film presents three managerial problems involving delegation of responsibility. It illustrates how fear works against intelligent action. Attention is paid to how an executive may help his managers solve their problems.

VIII. Supportive Supplemental Materials: not known

IX. Statement of Relevance, Quality, and Applicability: This film could prove useful as an introduction to the concept of delegation of authority. Problems of conflict which arise in connection with delegation of responsibility are considered. The technical quality of the film is excellent.

I. Title: CHANGING ATTITUDES THROUGH COMMUNICATION

II. Developer/Disseminator: BNA Films
Bureau of National Affairs
5615 Fishers Lane
Rockville, Maryland 20852

(A number of universities' A-V departments have prints of this film.)

III. Description of Media: 16mm, color, sound film

IV. Time: 24 minutes

V. Costs: Purchase -- $275.00 one print; 2 prints @ $260.00; 3 prints @ $250.00
4 prints @ $240.00; 5 or more prints @ $230.00

Total "Effective Communication" series price: $1,150.00

Rental -- $45.00 per week

Preview -- $15.00 for one title

for additional titles: 2 titles, $25.00; 3 titles, $35.00;
4 titles, $45.00; 5 titles, $50.00

(no preview date may be requested)

VI. Approximate Time Required to Obtain from the Disseminator: allow 1 month

VII. Description of Purpose and Content: David K. Berlo discusses how the introduction of change often arouses resistance, throwing employees off balance and therefore producing tension. The problems which arise when changes are made in the organizational system are discussed along with ways of creating acceptance of such change.

VIII. Supportive Supplemental Materials: BNA film series, "Effective Communication," contains five specific titles (this film is one of the five). These five inter-related films each feature Dr. David K. Berlo, noted communication authority, and deal with obstacles to communication at all organizational levels. Each film is 24 minutes.

IX. Statement of Relevance, Quality, and Applicability: This film would appear applicable for pre-service and continuing service needs. It would address itself to content relevant to courses in personnel management, business behavior, motivation, communication, organizational behavior, etc. Technical quality of the film is excellent.